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A Bill to be Entitled "An Act to Regulate the Conferring of Degrees by Educational Institutions"

Prepared by the Executive Joint Committee of the Association of Colleges and Secondary Schools of the Southern States and the Southern Association of College Women as the basis of an educational bill to be presented by State Joint Committees at the next meeting of their respective legislatures.

The General Assembly of.....do enact:

SECTION 1. That no educational institution hereafter created or established by any person, firm, or corporation in this State shall have the power or authority to confer degrees upon any person or persons except as herein provided.

SEC. 2. That it shall be the duty of the Governor, within sixty days after the ratification of this act, to appoint a College Commission consisting of five members to hold office for a term of five years. The persons so appointed shall meet upon the call of the Governor and elect from their number a president and a secretary and adopt rules of procedure for the commission. No charter with power to confer degrees shall be granted any educational institution described in section one of this act until the merits of the application from an educational and financial standpoint shall be passed upon by said commission.

SEC. 3. The commission herein created is authorized and empowered to issue its licenses in such form as it may prescribe to any educational institution hereafter created or established by any person, firm, or corporation in this State to confer degrees; provided that no educational institution hereafter created or established in this State shall be chartered with the power to confer degrees unless it has a productive endowment fund of at least one hundred thousand dollars (\$100,000), and owns, in addition to such endowment, property of the value of at least one hundred thousand dollars (\$100,000); and unless its faculty consists of at least six regular professors who devote all their time to the instruction of its college or university classes; and unless its baccalaureate degree is conferred only upon students who have completed a college course of four full years preceded by the usual four years of secondary school preparation in addition to at least seven years of grammar school work.

SEC. 4. All institutions chartered under this act shall be subject to visitation and inspection by representatives of the commission; and if any one of them shall fail to keep up the required standard, the commission shall revoke the license to confer degrees, subject to a right of review of this decision by the judge of the Superior Court upon action instituted by the educational institution whose license has been revoked.

SEC. 5. This act shall be in force from and after its ratification.

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Extracts from Pennsylvania "Act to Provide for the Incorporation of Institutions With Power to Confer Degrees"

SECTION 1. Be it enacted, etc., That all institutions of learning hereafter to be incorporated as colleges, universities, or theological seminaries, with power to confer degrees in art, pure and applied science, philosophy, literature, law, medicine, and theology, or any of them, shall be incorporated in the manner hereinafter set forth, with general power as follows:

(Sections 1-4 deal with method of incorporation.)

SEC. 5. No charter for such incorporation, with power to confer degrees as aforesaid, shall be granted until the merits of the application, from an educational standpoint, shall be passed upon by a board to be styled the "College and University Council," which shall consist of twelve members, namely, the Governor, the Attorney-General, and the Superintendent of Public Instruction, who shall be members *ex officio*, three persons selected from the presiding officers of undenominational colleges or universities of this Commonwealth, three persons selected from the presiding officers of denominational colleges or universities of this Commonwealth, and three persons holding official relationship to common schools of the State. Those who are not *ex officio* members shall be appointed by the Governor, with the advice and consent of the Senate, for a term of four years.

SEC. 6. No institution shall be chartered with the power to confer degrees, unless it has assets amounting to five hundred thousand dollars invested in buildings, apparatus and endowments for the exclusive purpose of promoting instruction, and unless the faculty consists of at least six regular professors who devote all their time to the instruction of its college or university classes, nor shall any baccalaureate degree in art, science, philosophy, or literature be conferred upon any student who has not completed a college or university course covering four years. The standard of admission to these four-year courses or to advanced classes in these courses shall be subject to the approval of the said Council.

SEC. 9. All institutions chartered under this act shall be subject to visitation and inspection by representatives of the Council, and if any one of them shall fail to keep up the required standard the court shall, upon the recommendation of the Council, revoke the power to confer degrees.

Extracts from New York Legislation in Regard to Degree-Conferring Institutions

Educational institutions are chartered by the regents of the University of the State of New York.

Conditions of Incorporation. No institution shall be given power to confer degrees unless it shall have resources of at least \$500,000, and no institution for higher education shall be incorporated without suitable provision, approved by the regents, for buildings, furniture, educational equipment, and proper maintenance.

Among the ordinances adopted by the regents are the following:

College Defined. An institution to be ranked as a college must have at least six professors giving their entire time to college and university work, a course of four full years of college grade in liberal arts and sciences, and must require for admission not less than the usual four years of academic or high-school preparation or its equivalent, in addition to the pre-academic or grammar-school studies.

NOTE.—For New York and Pennsylvania acts in full, see Report of Commissioner of Education, 1897-8, Vol. 2, pp. 1473-1475.

Need in Southern States of Legislation Restricting the Granting of Charters With Degree-Conferring Privileges

ELIZABETH AVERY COLTON

There is no legislation in any Southern State restricting the granting to educational institutions of charters with degree-conferring privileges. Consequently we have in the South over three hundred and seventy-five institutions with the *legal* right to confer baccalaureate and higher degrees; but only forty-two

of these conform even to the minimum requirements of a standard college.¹ A few others approximate this standard; but a large number that have not sufficient equipment to do even good high school work are "decorating their graduates with the highest college degrees."

For many years various educational agencies have been pointing out that such institutions have no *moral* right to confer the historic badge of a *college* education upon students who are not prepared to enter the freshman class of a real college. But all efforts to stop the abuse of collegiate degrees will be futile as long as the State continues to set its seal of approval upon the conferring of counterfeit degrees. This is clearly and forcefully set forth in a paper by Chancellor Kirkland on *College Standards—A Public Interest*, which is reprinted in this pamphlet.²

With the object of appealing to State legislators "to establish definite conditions on which alone charters may be secured, and especially to restrict by wise and careful enactment the right to confer degrees," the Association of Colleges and Secondary Schools of the Southern States and the Southern Association of College Women have appointed in every Southern State a joint committee to try to secure legislation in the future restricting the indiscriminate granting of charters with the privilege of conferring degrees.

The Committee therefore has prepared a bill³ to be presented at the next meeting of each Southern State legislature, which it is hoped may lead Southern legislators to exercise their duty towards higher education. The bill is not intended to interfere with the establishment of any kind of school, institute, or "seminary," with the privilege of granting to its students a diploma—that is, a certificate of graduation; but it is intended to safeguard the public, especially the college student of the future, from an ever *increasing* number of nominal colleges conferring

¹See pp. 15-18.

²See pp. 18-31, especially pp. 29-31.

³See p. 3.

degrees that represent no real college work. And possibly, if it is passed, the bill may in time lead a few of the many nominal colleges already established to drop the much abused name, *college*, and to substitute a simple diploma or certificate for their present counterfeit baccalaureate degree.

The proposed bill makes very few demands; the leading one is that no institution may *hereafter* be established unless it has an endowment fund of at least \$100,000 in addition to property of the value of \$100,000. But since the traditional "log"¹ on which Mark Hopkins sat while training his students is no longer a sufficiently equipped laboratory for modern scientific investigation; and since "Mark" himself now demands for the training of his students a library containing not only what others have discovered and put to use in the realm of science, but also one containing "the causes and records and final interpretations of all those moments in human history which alone make human history significant"²—a library of the national and the social and the spiritual ideals of the ages; and further, since "Professor Hopkins" now demands a salary far exceeding "forty pounds a year," it may readily be seen that an endowment of only \$100,000 is far from adequate in keeping up a standard college with a highly trained faculty and with well equipped library and laboratories.

Both the Southern College and School Association and the North Central Association of Colleges and Secondary Schools³ demand a minimum endowment fund of \$200,000; and the States of New York and Pennsylvania refuse to grant a charter to a college unless its assets amount to at least \$500,000.⁴ But

¹Much injustice has been done to the real *log* of Mark Hopkins, for Williams College, of which he was President for thirty-six years, had in 1872, the year he resigned, a library of 15,000 volumes, and six *endowed* professorships, in addition to a *productive* endowment fund of \$300,000. By 1916 it had 81,000 volumes in its library and a *productive* endowment fund of nearly two million dollars.

²National Ideals in British and American Literature, p. viii (published by the University of North Carolina).

³See pp. 14-16.

⁴See pp. 4, 5.

though our bill does not demand an endowment sufficient to maintain a real college of liberal arts, which, in the words of President Wilson, should give one "valid naturalization as a citizen of the world of thought, the world of educated men";¹ and though it cannot compete with legislation enforced in the two States cited above; and though it also falls far short even of the standard of the Southern College Association, it is a great improvement over no financial or academic requirement whatever. And if we can induce Southern legislators to restrict even in the meager way set forth in the proposed bill the granting of charters with degree-conferring privileges, a most important and far-reaching piece of constructive educational work will have been *well begun*.

Joint Committee of the Association of Colleges and Secondary Schools of the Southern States and the Southern Association of College Women to Secure Legislation Restricting the Granting of Charters With Degree-Conferring Privileges.

EXECUTIVE JOINT COMMITTEE

Chancellor J. H. Kirkland, Vanderbilt University, chairman; Prof. Charles G. Maphis, University of Virginia; Miss Elizabeth A. Colton, secretary.

STATE JOINT COMMITTEES

ALABAMA

Representing Southern College and School Association: Principal J. T. Wright, Mobile University School, chairman.

Representing Southern Association of College Women: Mrs. Charles C. Spencer, Birmingham Branch; Miss Elise Broun, Mobile Branch; Mrs. Joseph Brevard Jones, Montgomery Branch; Miss Mary Stallworth, Montevallo Branch.

Representing Alabama Association of Colleges: President Paul V. Bomar, Judson College.

¹Wilson, Woodrow. *What Is a College for?* in *Rice's College and the Future*, pp. 88-106.

FLORIDA

Representing Southern College and School Association: Prof. W. S. Cawthon, University of Florida, chairman.

Representing Southern Association of College Women: Miss Elsie Hoyt, State representative; Miss Carita Doggett, Florida Branch.

GEORGIA

Representing Southern College and School Association: Prof. J. S. Stewart, University of Georgia.

Representing Southern Association of College Women: Mrs. Newton Wing, State representative, chairman; Miss Janie McGaughey, Atlanta Branch; Miss Jessie M. Snyder, Chattahoochee Branch.

Representing Georgia Association of Colleges: Professor Branch, Registrar, Georgia School of Technology; Prof. Leon P. Smith, Wesleyan College.

KENTUCKY

Representing Southern College and School Association: President R. H. Crossfield, University of Kentucky, chairman.

Representing Southern Association of College Women: Miss Frances Jewell, Central Kentucky Branch.

LOUISIANA

Representing Southern College and School Association: President A. B. Dinwiddie, Tulane University, chairman.

Representing Southern Association of College Women: Mrs. E. J. Northrup, State representative; Miss Mary Leal Harkness, New Orleans Branch; Miss Roberta Newell, Natchitoches Branch.

MARYLAND

Representing Southern College and School Association: President W. W. Guth, Goucher College, chairman.

Representing Southern Association of College Women: Miss Gertrude Bussey, Maryland Branch.

MISSISSIPPI

Representing Southern College and School Association: Prof. J. R. Lin, Millsaps College, chairman.

Representing Southern Association of College Women: Mrs. R. Ricketts, State representative; Miss Alice Wildman, Columbus Branch; Miss Martha Enochs, Jackson Branch.

NORTH CAROLINA

Representing Southern College and School Association: Prof. E. C. Brooks, Trinity College.

Representing Southern Association of College Women: Miss Rosa Paschal, Raleigh Branch, chairman; Mrs. B. T. Groome, Charlotte Branch; Mrs. W. P. Few, Durham Branch; Miss Mary S. Petty, Greensboro Branch; Miss A. B. Westall, Western Carolina Branch; Mrs. W. T. Wilson, Winston-Salem Branch.

Other Representatives: Dean M. S. Stacy, University of North Carolina; Dr. G. J. Ramsey, North Carolina Teachers' Assembly; Mrs. Clarence Johnson, N. C. Federation of Women's Clubs; Miss Florence Pannill, N. C. Normal Alumnæ Association.

SOUTH CAROLINA

Representing Southern College and School Association: Supt. W. H. Hand, Columbia, S. C., chairman.

Representing Southern Association of College Women: Miss Penelope McDuffie, State representative; Mrs. Horace Tilghman, Marion, S. C.; Miss Fannie B. Wilson, Rock Hill, S. C.

TENNESSEE

Representing Southern College and School Association: Prof. Harry Clark, University of Tennessee, chairman.

Representing Southern Association of College Women: Miss Emily Dutton, State representative; Mrs. C. A. Perkins, Knoxville Branch; Mrs. J. W. Fertig, Murfreesboro Branch; Mrs. John F. Krieg, Nashville Branch.

TEXAS

Representing Southern College and School Association: President C. M. Bishop, Southwestern University.

Representing Southern Association of College Women: Miss Elizabeth West, State representative; Mrs. L. H. Kassel, Fort Worth Branch; Mrs. Charles Meek, San Antonio Branch.

Representing Texas Association of Colleges: President S. L. Hornbeak, Trinity University.

VIRGINIA

Representing Southern College and School Association: Prof. C. G. Maphis, University of Virginia, chairman.

Representing Southern Association of College Women: Miss May L. Keller, Richmond Branch; Miss Julia G. Aunspaugh, Norfolk Branch.

Representing Virginia Association of Colleges: President R. E. Blackwell, Randolph-Macon College.

**Opinions in Regard to the Need of the Proposed Bill
in North Carolina**

ROSA CATHERINE PASCHAL, chairman of North Carolina Joint
Committee

In order to learn what the sentiment for the bill among the educational workers in the State was, letters with copies of the bill were sent to a number of the college presidents, to members of the State Department of Public Instruction, the State Board of Education, the State Board of Examiners and Institute Conductors, and others, asking for their endorsement of the bill, and for any suggestions. Although a few have not sent replies, the response has been gratifying. Only one of those who have sent replies has expressed himself as not yet ready to commit himself to the endorsement of the bill. A few expressed themselves as favoring some such bill, but wished changes in certain details. By far the larger number have

expressed their desire to have such a bill passed, and assured the committee of their cordial coöperation. Suggestions have been appreciated, and before the bill for North Carolina is put in its final form, they will be presented to the committee for its consideration.

In order to give a better idea of how the bill is being received, we take the liberty of quoting from some of the letters which have been received:

Governor Bickett: "I am impressed with the bill. I suggest that you get the male colleges in the State lined up in favor of the bill also."

Superintendent J. Y. Joyner: "I have long felt the need for the regulation of this matter among our Southern States, and I most heartily endorse the principle of the bill."

Letters cordially endorsing the bill have also been received from all the other members of the State Department of Public Instruction.

President W. L. Poteat: "I need not say that I am in agreement . . . with the proposed legislation."

President Howard Rondthaler: "The bill meets my approval."

President J. S. Turrentine: "I shall be pleased to render whatever service I can in seeking to have enacted a bill to be entitled 'An Act,' etc."

President William J. Martin: "I took the opportunity to read your letter and the proposed bill . . . to the faculty. The faculty very heartily endorse the proposed act and wish you every success in getting it enacted."

President W. P. Few: "I authorize you to enroll me as one who will do his best to promote the bill."

President R. L. Moore: "I heartily approve of the bill which you enclose in your letter."

State Inspector N. W. Walker: "Such a bill should have been passed years ago."

A copy of the bill was sent to Dr. William E. Dodd, formerly of North Carolina, now Professor of American History in the University of Chicago. He replied, "Put me down as in favor

of your plan and the copy of the bill, with the hope that it may be made a little stronger." A letter of similar purport has been received from President E. A. Alderman, of the University of Virginia.

Among those who think some such bill should be passed, but have suggested changes, are Mr. R. D. W. Connor, Dr. Clarence Poe, and President C. G. Vardell.

It is not proper to close a statement of the work of the committee without speaking of the loss which it has sustained in the death of one of its members, the late Edward Kidder Graham. We had counted much on having his influence and suggestions. Although there were many things for which he had to be responsible, and to which he had to give his time, he had expressed himself as wishing to be of service in getting our bill enacted into law.

The committee wishes to acknowledge its indebtedness to Attorney-General Manning for assistance which he has given in getting up the form of the bill.

The committee for North Carolina is as follows:

Miss Rosa Paschal, Raleigh Branch of the S. A. C. W.,
Chairman.

Mrs. W. P. Few, Durham Branch of the S. A. C. W.

Mrs. B. T. Groome, Charlotte Branch of the S. A. C. W.

Miss Mary Petty, Greensboro Branch of the S. A. C. W.

Mrs. W. T. Wilson, Winston-Salem Branch of the S. A. C. W.

Miss Annie Westall, Asheville Branch of the S. A. C. W.

Miss Florence Pannill, President of the Alumnæ Association of the State Normal College.

Mrs. Clarence Johnson, President of the State Federation of Women's Clubs.¹

Prof. E. C. Brooks, Professor of Education in Trinity College.

Dr. George J. Ramsey, President of the Department of Higher Education of the State Teachers' Assembly.

Dr. M. H. Stacy, Dean of the College of Liberal Arts of the State University.

¹The proposed bill was heartily endorsed by the State Federation of Women's Clubs at their 1918 annual meeting.

Minimum College Requirements of the North Central Association of Colleges and Secondary Schools

The following standards for accrediting colleges were adopted by the North Central Association of Colleges and Secondary Schools in 1916:

1. The minimum scholastic requirement of all college teachers shall be equivalent to graduation from a college belonging to this Association, and graduate work equal at least to that required for a Master's degree. Graduate study and training in research equivalent to that required for the Ph.D. degree are urgently recommended, but the teacher's success is to be determined by the efficiency of his teaching, as well as by his research work.

2. The college shall require for admission not less than fourteen secondary units, as defined by this Association.

3. The college shall require not less than one hundred and twenty semester hours for graduation.

4. The college shall be provided with library and laboratory equipment sufficient to develop fully and illustrate each course announced.

5. The college, if a corporate institution, shall possess a productive endowment of not less than \$200,000.

6. The college, if a tax-supported institution, shall receive an annual income of not less than \$100,000.

7. The college shall maintain at least eight distinct departments in liberal arts, each with at least one professor giving full time to the college work in that department.

8. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

9. The number of hours of work given by each teacher will vary in the different departments. To determine this, the amount of preparation required for the class and the time needed for study to keep abreast of the subject, together with the number of students, must be taken into account; but in no case shall more than eighteen hours per week be required, fifteen being recommended as a maximum.

10. The college must be able to prepare its graduates to enter recognized graduate schools as candidates for advanced degrees.

11. The college should limit the number of students in a recitation or laboratory class to thirty.

12. The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution shall also be factors in determining eligibility.

13. When an institution has, in addition to the College of Liberal Arts, professional or technical schools or departments, the College of Liberal Arts shall not be accepted for the approved list of the Association unless the professional or technical departments are of an acceptable grade.

No institution shall be accredited or retained on the accredited list unless a regular blank has been filed with the Commission, and is filed triennially, unless the inspectors have waived the presentation of the triennial blank.

Minimum College Requirements Adopted by the Executive Committee of the Association of Colleges and Secondary Schools of the Southern States

The following standards for considering applications of colleges were adopted by the *Executive Committee* of the Association of Colleges and Secondary Schools of the Southern States in 1917:

1. *Entrance Requirements.*—Entrance requirements should be not less than 14 standard high school units as defined in the By-Laws of the Association.

2. *Required for Graduation.*—The completion of college work amounting to not less than 15 sixty-minute class periods per week through four sessions of 36 weeks each.

3. *Number of Degrees.*—The conferring of a multiplicity of degrees should be discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered all should be equal in requirements for admission and for graduation.

Institutions of limited resources should confine themselves to under-graduate work.

4. *Number of College Departments.*—The college should maintain at least eight separate departments in liberal arts and science with not less than one professor devoting his whole time to each department.

5. *Training of the Faculty.*—A properly qualified faculty should consist entirely of graduates of standard colleges, and each head of a department should hold at least a master's degree from a university having a fully organized graduate school. Graduate study and training in research equivalent to that required for the Ph.D. degree are urgently recommended.

6. *Salaries.*—The average salary paid to members of the faculty is an important consideration in determining the standing of an institution. It is recommended that the minimum salary of a full professor be not less than \$1,500.

7. *Number of Classroom Hours per Teacher.*—Not more than 18 hours per week should be required of any teacher, 15 being recommended as the maximum.

8. *Number of Students in Classes.*—The number of students in a recitation or laboratory section should be limited to thirty. A smaller number is desirable.

9. *Support.*—In addition to income from tuition fees, room rent, boarding halls, etc., the college should have a productive endowment of not less than \$200,000

10. *Library.*—The library should contain, exclusive of public documents and periodicals, at least 7,000 volumes bearing specifically upon the subjects taught, and should have an appropriation of not less than \$500 a year for permanent additions.

11. *Laboratories.*—The laboratory equipment should be sufficient for all of the experiments called for by the courses offered in the sciences—sufficiency to be measured by the value of apparatus and equipment—which should be in Chemistry not less than \$2,500, in Physics not less than \$3,500, and in Biology not less than \$2,000, for the courses usually offered in these subjects in the average standard college.

12. *Separation of College and Academy.*—The college may not maintain a preparatory school as part of its college organization. In case such a school is maintained under the college charter, it must be kept rigidly distinct and separate from the college in students, faculty, and buildings.

13. *No Sub-Freshman Work.*—The college may not maintain or provide for any classes except those for which college credit can be given in a degree schedule.

14. *Proportion of Regular College Students to the Whole Student Body.*—At least 75 per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. The classification of students must be printed in the catalogue.

15. *General Statement Concerning Material Equipment.*—The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

16. *General Statement Concerning Curriculum and Spirit of Administration.*—The character of the curriculum, the efficiency of instruction, the scientific spirit, the standard for regular degrees, the conservatism in granting honorary degrees, and the tone of the institution shall also be factors in determining its standing.

17. *Standing in the Educational World.*—The institution must be able to prepare its students to enter recognized schools as candidates for advanced degrees.

Southern Standard Colleges*

The following is a complete list of all Southern colleges that have met the requirements of the Association of Colleges and Secondary Schools of the Southern States,* with the date of their election to membership:

Agnes Scott College (1907).....	Decatur, Ga.
Alabama, University of (1897).....	Tuscaloosa, Ala.
Baylor University (1914).....	Waco, Texas
†Central University (1905).....	Danville, Ky.
Chattanooga, University of (1910).....	Chattanooga, Tenn.
†Charleston, College of (1916).....	Charleston, S. C.
Converse College (1912).....	Spartanburg, S. C.
†Davidson College (1917).....	Davidson, N. C.
†Emory University (1917).....	Atlanta, Ga.
Florida State College (1915).....	Tallahassee, Fla.
†Florida, University of (1913).....	Gainesville, Fla.
George Peabody College for Teachers (1915).....	Nashville, Tenn.
†Georgia, University of (1909).....	Athens, Ga.
Goucher College (1903).....	Baltimore, Md.
Johns Hopkins University (1914).....	Baltimore, Md.
Kentucky, State University of (1915).....	Lexington, Ky.
Louisiana State University (1913).....	Baton Rouge, La.
Louisville, University of (1915).....	Louisville, Ky.
†Mercer University (1912).....	Macon, Ga.
Millsaps College (1912).....	Jackson, Miss.
Mississippi, University of (1895).....	University, Miss.
Missouri, University of (1901).....	Columbia, Mo.
North Carolina, University of (1895).....	Chapel Hill, N. C.
Randolph-Macon Woman's College (1902).....	Lynchburg, Va.
†Randolph-Macon College (1904).....	Ashland, Va.
Richmond College (1910).....	Richmond, Va.
Rice Institute (1914)	Houston, Tex.
[Sophie Newcomb College—Coördinate with Tulane University, New Orleans, La.]	
South Carolina, University of (1917).....	Columbia, S. C.

*The University of Arkansas is not here taken into consideration.

The Association of Colleges and Secondary Schools of the Southern States is the only generally recognized standardizing agency in the South.

†Does not admit women.

Southern University (1912).....	Greensboro, Ala.
Southwestern Presbyterian University (1911)....	Clarksville, Tenn.
Southwestern University (1915).....	Georgetown, Texas
†South, University of the.....	Sewanee, Tenn.
Tennessee, University of (1897).....	Knoxville, Tenn.
Texas, University of (1901).....	Austin, Texas
Transylvania College (1915).....	Lexington, Ky.
Tulane University (1903).....	New Orleans, La.
Trinity College (1895).....	Durham, N. C.
Vanderbilt University (1895).....	Nashville, Tenn.
†Virginia, University of.....	Charlottesville, Va.
†Washington and Lee University (1895).....	Lexington, Va.
[Westhampton College—Coördinate with Richmond College, Richmond, Va.]	
West Virginia University (1900).....	Morgantown, W. Va.
†Wofford College (1917)	Spartanburg, S. C.

College Standards—A Public Interest*

CHANCELLOR JAMES H. KIRKLAND, Vanderbilt University

The theme of this paper is "College Standards"; my thesis is that college standards are a public interest.

The term "college," as used in the United States, is broad and vague. It covers a wide field both in general and in professional education. Sometimes, like charity, it covers a multitude of sins. It is as inclusive and as elusive as the term "professor," which reaches all the way from a teacher of boxing or of golf through fields of remedial service to cats, dogs and horses, to the most learned philosopher in the highest university of our land. In a field so wide some choice must of necessity be made; and so this paper will limit itself to the discussion of a certain type of institution, often referred to as the college of liberal arts, or the cultural college. This is the type that has furnished a name to the Association which has honored me with an invitation for this address. It is this institution which has been the

†Does not admit women.

*Reprinted from the Proceedings of the Fourteenth Annual Meeting of the Southern Association of College Women, by kind permission of the author.

center, the heart of our educational system, and from it have sprung the vital forces that have quickened our intellectual life. Respect and affection have been bestowed on the American college for hundreds of years. It is a measure distinctly American, differing from the French Lycee or the German Gymnasium. It is only slightly and vaguely vocational, but it is always cultural. It exists sometimes as a part of a great university system, sometimes as a detached unit, but the spirit of both is identical. It has been amended, reformed, and condemned, but it persists, and grows in popularity and in power from year to year.

In studying the present status of the American college we are at once aware of an unusual effort in recent years to secure the adoption of national standards. Standardizing agencies have appeared in the shape of boards, associations, societies—some private, some representing state or national authority. Behind these agencies there is sometimes a right to regulate and control, sometimes there is only the force of public opinion. Efforts at standardization have compassed the whole field of college life. First of all, they have been directed to admission requirements. The result is that while great institutional freedom is allowed, it is regarded as imperative that the college rest on the high school, and the student seeking admission to college must have completed a four-year high school course. Similarly there are certain accepted standards as to curriculum, the relation of required to elective work, degrees, material equipment, the number and training of teachers, the amount of endowment or of income, and the scale of salaries paid. An investigation of standards goes to the heart of an institution, lays bare with frankness, though with kindness, its faults and deficiencies and exhibits its virtues with joy and with pride. It is sometimes asserted—and not without truth—that there is no such thing as a standard college. Of course, we may not claim scientific accuracy in the use of such a term. There is no standard college as there is a standard dollar or a standard yard, fixed by law in weight and measure, but there are educational standards as there are standards of living, of dress, of behavior, of gentlemanly conduct, of virtue and morality. So

without losing ourselves in minute definitions we may properly assume the existence and the influence of college standards and of standard colleges.

It is also a notable fact that these standards have changed greatly in past generations and are still changing. This has not been in obedience to any single will or arbitrary regulation. Colleges have reflected human thought and experience, they have mirrored contemporary history, they have been a part of great social and intellectual movements. The curriculum of our earliest Colonial colleges was modeled after that of Oxford and Cambridge and was an inheritance and a modification of the trivium and quadrivium of the Middle Ages. If this course emphasized dialectics, philosophy, divinity subjects, the Greek Testament, and oriental languages, we must remember that it was meant to prepare pastors for the new country to which our forefathers had come. During the first hundred years of its existence one-half the graduates of Harvard entered the ministry. Similarly, the dominance of the classics may be traced back to the Renaissance, to the wonderful stimulus given to human thought and taste by these studies and to the fact that at an early date the classics became entrenched in school and college by the preparation of text-books and teachers, both of which were lacking in other subjects.

One hundred years ago colleges began tentatively to introduce work in science, incited by the spirit of a new age. For a new age had come—an age of steam and steel, of railway building, of factories, and of great cities. It was an age of inventions and discoveries, some of which turned the currents of history. All these things by an inevitable law had a direct and forceful influence on educational history. When Dr. Philip Lindsley became President of the University of Nashville in 1824 after declining the presidency of Princeton, he endeavored to make his Nashville institution conspicuous for the new learning. In a circular written at the time he uses this language: "To the farmers the trustees principally direct their regards. To elevate agriculture to the first rank among professions and occupations is their aim. They have already expended \$20,000 in the purchase of philosophical apparatus, a mineralogical cabinet of

10,000 specimens, a museum of natural history, and in furnishing a well-constructed chemical laboratory, besides employing able professors in every branch of physical and experimental science, so that the young farmer may become an accomplished scientific agriculturist. Here, too, in like manner the youthful mechanic, merchant, or manufacturer may have the privilege of learning whatever will be advantageous to their several vocations. Youth, therefore, may be amply qualified here either to enter upon the study of a learned profession or to engage in any useful business or employment."

Similarly, we may trace other changes of importance and interest. The study of History has been revolutionized in recent years. Economics, sociology, and political science are now among our most popular courses—all in obedience to those influences that have led us to interpret human life in social rather than individual terms.

Further consideration of the college curriculum brings us face to face with the fact that college standards are not only affected by currents of thought, but are also the condition of successful work. At all times, in every age, the college has undertaken certain tasks. These may have been vocational, or cultural, or disciplinary, but in every case the work of the college requires a certain standard of thoroughness in order to give it value. In other words, the standard college is the *efficient* college, and the college that resists the demands of current standards must accept the stigma of inferiority and inefficiency. This point is worthy of some further consideration. Let us seek an illustration in a modern professional school, say a medical college. The standard of an efficient medical college is well established today—at least the minimum standard. The present requirement calls for students who have finished the high school and taken two years in college, who have studied chemistry, physics, biology, and modern languages. After receiving such students the medical school must offer instruction in certain subjects year after year for four years. Laboratories must be provided, and a certain equipment is indispensable in each laboratory. Hospitals must be accessible with sufficient beds to provide clinical instruction for each student. Teachers of defi-

nite scientific attainment must be found for all this work. Translating all this into figures, the efficient medical school must spend on each student a definite sum of money, which can be ascertained with remarkable accuracy even in advance of opening the school. It is only by compliance with this standard that a medical school can be efficient; therefore, the low grade medical school is a menace to society and to human life. It would be needless, then, to say that the public is concerned in medical standards.

The same principle applies to the colleges we are now considering. Every such institution must offer laboratory work in chemistry, in physics, in biology, etc. This involves a certain expenditure for equipment and maintenance. Therefore, when we ascertain that Bridal Wreath Female College has scientific equipment of all kinds amounting to \$3,650, we may be sure that efficient scientific instruction is impossible. Similarly, the efficient college must have a library; it must have teachers of recognized merit and training; it must have buildings and grounds; in a word, it must have adequate income to furnish these things, and this income cannot be provided in sufficient amount from tuition fees alone. There is, therefore, a certain definite connection between college standards and college finances, and this connection may neither be ignored nor denied. Again, an efficient college is a different thing from an efficient secondary school. It follows, therefore, that a certain standard for admission to college is fair and right, and that no college should be accepted as of satisfactory grade that does not enforce such a requirement.

From what has been said we reënforce our conclusion that college standards exist, and we may say in a general way that these standards have to do with entrance requirements, with course of study, with teaching staff, with conditions of promotion and for degrees, with material resources, including equipment, endowment and income. And yet in all these things there is great divergence among the best American institutions. It is a case where institutions may differ and yet all be respectable. But even an educational tyro has little trouble in determining that differences of merit are one thing and differences

in real grade are quite another thing. One star differs from another star in glory, but all stars differ from rush-lights and are not to be compared with them.

The interest of the public in this matter of standards is not artificial or unwarranted, but grows out of the fact that all education is a public interest. There are no private colleges. Every college appeals to the public for patronage and support. Without such support no college could live a single year. The public is a partner in every such enterprise; in every such corporation it is a stockholder; it pays assessments and is entitled to full and frank information regarding the business of the corporation. Against these rights and interests of the larger public it is folly to talk about private interests and private ownership. And especially does an obligation rest on every institution to deal frankly with those who patronize it. Parents who send boys and girls to college have a right to all information possible. More than this, a college should seek to educate these very parents—correcting false ideas, enforcing sound principles, establishing an appreciation of true values. Toward the pupils applying for admission a college assumes a very sacred obligation. The pupil seeks information, the college professes to give it. Transactions between these two parties should be fair and just, or the whole educational system fails. The student pays more than money; he gives his trust, his confidence, his affection, his loyal support to his college, he gives years of his life—precious years—to the work the college orders, all in the faith that the object of his allegiance is worthy and true. If there is a social relationship where candor is required by every token, it is here. We return, therefore, to our thesis and assert again with renewed emphasis that society as a whole, that parents and pupils, are entitled to know all essential facts about every institution, and are entitled to have these facts interpreted for them so as to be readily understood; in a word, that college standards are a public interest and should be treated as such.

In spite of all the above considerations, we must admit that this point of view is not universal. There are many—alas, too many—institutions of low grade and inefficient work. How large

this list is it is impossible to say, though it would be interesting to know. In the tables published by the Commissioners of Education nearly six hundred institutions are listed as "universities, colleges, and technological schools." Probably less than half this number have any claim to be rated as standard colleges, or even approximately standard. Furthermore, there are many institutions bearing the name of college that do not get into the Commissioner's pages. These swell the list of low-grade colleges to alarming proportions. The Secretary of your Association states in a recent article that there are 360 colleges in the South. In all this number only about forty can be found able to meet the demands of the Southern Association of Colleges and Secondary Schools. Of course, there are others entitled to be called standard in fair and general terms, but no doubt the majority of the 360 would fall into the great and inefficient mass. In Miss Colton's latest high-explosive pamphlet fifteen institutions for women are listed as Standard and Approximate Colleges, while nearly ninety of lower grade seek the benefit of the college name. Some of the low-grade institutions of which I am speaking are old and historic. Many of them were founded by religious denominations, and still have the benefit of such a connection. Being without means of growth and development these institutions have remained stranded in a back eddy while the current of history has swept by them. They are our contemporary educational ancestors. But others are neither old nor religious. Some are purely commercial institutions operated for private and personal profit; others are the outgrowth of a certain community effort—the last word in boom-town enterprise, the final proof of the triumph of culture in a pioneer wilderness. But without trying to differentiate between these various classes or establish finely drawn distinctions of misfortune or guilt, we are forced to this conclusion that the attitude of all patriotic individuals and educational associations toward these institutions must be one of friendly and affectionate but resolute antagonism and criticism. Only in this way can we rigidly serve the public and safeguard the interests of college students. Let us face the real issue fairly. Is it legitimate for an institution calling itself a college and

chartered as such to give a high-school course, dignify it with the name of college work, and reward it with the Bachelor degree? We assume that the work itself is well done. The question we are raising is concerned with the right of an institution to call by one name that which by common consent of an enlightened world is differently named. There is surely no advantage in this when the truth is known. Call twelve inches a mile and a dwarf may be four miles high, but you have added nothing unto his stature by this procedure. The existence of divers weights and measures is intolerable in any compact community and always opens the way to deceit and fraud. Let me state an educational problem suggested at this point. A class of young people is studying arithmetic—more specifically percentage—in regular course. What name and grade should be applied to that group of students? The general consent of educational experts would warrant us in saying that this is a grammar school class. In that we follow present standards, unmoved by the fact that ages ago arithmetic was a creditable subject in the college course of Harvard. We are, therefore, shocked and surprised when we learn that the students alluded to compose the sophomore class in a South Carolina college. A recent report of Professor Hand, High School Inspector for South Carolina, furnishes me with several illustrations, so that I beg to quote quite a paragraph, as follows: "A certain institution in this State does not advertise itself as a college, but on page 13 of the current catalog occurs this language: 'It has all the usual college courses of study and maintains a high standard of scholarship. It is equipped for high-grade college work, and *does it.*' On pages 17 and 18, under the heading *College Department for A.B. Course*, is given this information as to Mathematics, one of the best graded subjects taught in our schools and colleges: 'Freshman Class—Algebra, from factoring completed. Sophomore Class—Plane Geometry; first four books. Junior Class—Plane Geometry completed; Solid Geometry. Senior Class—Trigonometry; Arithmetic reviewed.'

"Another institution publishes in its catalog, under the heading *Collegiate Department* (pages 17 and 18), Wentworth's Plane Geometry in the Sophomore Class and Wentworth's Solid Geometry in the Junior Class.

"A third institution, advertising itself a college, on pages 13 and 14, gives Arithmetic from Percentage through Involution and Evolution to the Sophomore Class. To the Junior Class is given Plane Geometry, and to the Senior Class is given Wells' Geometry, Books III, IV, and V.

"The quality of the work in these institutions is not questioned. In two of them I am convinced from personal observation that the work is good. But to parade such courses in mathematics as college work is ludicrous."

My own comment would be that such pretensions are not *ludicrous*, but *criminal*. An appeal for honest standards is not a question of educational theory as, for example, the question of the classics against sciences or the number of baccalaureate degrees that should be given. We should rather say that it is an appeal for right thinking, an appeal for truth, an appeal for honest methods. The question resolves itself largely into an ethical question, and it must be attacked on ethical lines. There is one fundamental truth here from which there is no escape, and that is that inappropriate educational terms are adopted because they are inappropriate and have an inflated value. The inflated value is the thing sought. A silver Mexican dollar gains nothing in the bank by calling itself a dollar; there it is weighed. It can only pass as equal to an American dollar where ignorance is bliss. I do not maintain that the instruction in these institutions is worthless because it is of low grade. Indeed, I am willing to admit that teaching grammar, spelling, arithmetic, etc., is a most honorable and praiseworthy performance. Many low-grade colleges are doing a work of real importance and of great benefit in their respective communities, but all that is good in such work could be retained without any falsehood as to names. To make homespun is as honorable as to make broadcloth, and far more necessary, but to make homespun and call it broadcloth and sell it at \$5 per yard ought to land a man in the penitentiary.

We come now to consider a very practical and important question, to wit, whether any remedy can be found for this state of affairs; that is to say, whether the interests of the public can be safeguarded, whether educational terminology can

be made and kept truthful, whether the value of college degrees can be guaranteed, and all essential facts regarding college work made known to those who have a right to know them.

The most natural suggestion for bringing these reforms about would be a campaign of publicity. Public opinion is very powerful. Even warring nations have earnestly striven to bring their claims in a favorable way before this tribunal. But somehow or other public opinion has not been effective in this field, or perhaps we ought to say that past efforts have failed to arouse effectively a strong public sentiment. Papers like this have been presented again and again in educational gatherings; reviews, journals, and newspapers have printed such articles, but the public is unable to make the application in specific cases. Some years ago your speaker was called on to speak to a community that had a good school and was considering the establishment of a low-grade college. His efforts to expound sound educational doctrine were earnest and sincere. Great was his astonishment to learn that the college promoters after he was out of reach stole both his lightning and thunder and quoted his speech freely as an inducement to the public to give money and support to their new and unholy enterprise. Individual attacks on educational errors usually bring painful experiences. Years ago I had many encounters with a class of institutions not uncommon in the Mississippi Valley and known as Independent Normals. While some good was done in the struggle it was only through most unpleasant experiences. No doubt these incidents could be duplicated in the lives of many here present.

The task of enforcing standards has been assumed by various organizations and boards. It is needless in such a gathering to mention all of them. Membership in the various college associations has usually meant compliance with certain standards and has been a certificate of merit. At the same time these associations have made efforts to classify, or at least publish an approved list of colleges in their respective sections. This is a task which these organizations should prosecute further. They can do this with propriety along the lines laid down by the North Central Association; that is to say, accurate informa-

tion can be secured regarding each institution willing to furnish it. In the aggregate this information will reveal the weakness or strength of an institution. Certain minimum standards can be established in each category, and an approved college will be one that meets these minimum requirements in all categories. The Southern Association of Colleges and Secondary Schools is taking up this task in its section. This is perhaps as far as any such official rating can wisely go. Attempts to make too many classes and designate these as we do college examination papers by the letters A, B, C, D, generally lead to embarrassing contradictions. This has been forcibly set forth by Dr. Pritchett in a paper discussing the classification of the Council on Medical Education. We must also resist the tendency to regard all colleges in an approved list as on a plane of equality. In the Southern College Association we have, for example, the College of Charleston, a small but reputable institution with an income from endowment of \$10,000 per annum; in the same association we have Rice Institute with an annual income from endowment of \$500,000.

But we are drifting somewhat from the purpose of this paper. The point to be considered here is how to make any such classification as we have described effective in improving the standards of low-grade colleges or in influencing public opinion that in the end permits their existence and supports them. The possibility of influencing this situation and the difficulties in the way may be indicated by reminding you of a few educational experiments. Years ago the National Bureau of Education established an A class of colleges for women. For sufficient reasons, this class has disappeared from all official documents. Since then an effort was made to estimate the value of college degrees of different institutions as a preparation for graduate study, and four classes or categories were devised. The storm that followed is fresh in your minds, and that classification rests now in the hands of the President, reposing side by side with Mexican threats and notices of U-boat campaigns. Clearly, the National Bureau is not armed with sufficient power for this task. On the other hand, look at the monumental results achieved by the study of medical colleges made by the Carnegie

Foundation. The publication of this report could not be stopped by threats or favors. Politicians could not reach it; offended schools threatened lawsuits and gave vent to their abuse. In this way they advertised their own deficiencies and justified their critics. Now, after ten years, we recognize with pride the epoch-making influence of this piece of work.

This last incident should be an encouragement to the Southern Association of College Women. This organization has had as one of its chief purposes the circulation of facts regarding educational institutions in the South. Its aim has been to add value to a college degree and help the public—especially prospective students—to recognize real distinctions. The various pamphlets published by your Association have attracted unusual attention, and your president has won national reputation by her wisdom and her unfaltering courage. I have no doubt that such activity on your part will be criticised and opposed. Indeed, I am informed that one offended institution has already sent official notice to this body that the distribution of Bulletin No. 2, 1916, must cease, because it speaks of certain “imitation college courses” given by that institution. Resentment of criticism, defiance of educational standards, is the surest proof of educational unworthiness and the strongest possible evidence of a condition of things that needs reforming. Compare with that threatened suit the frequent studies made by real colleges and universities of their own deficiencies and the frank publication of such confessions as the first step in reform. The best of us needs to do better. But the institutions that have a financial interest in the perpetuation of error will always oppose most vigorously all criticisms and all revelations. To them some stronger word must be spoken.

This leads me to my last suggestion, and that is that the correction of some of these evils which we all recognize and deplore should be undertaken by the State and should be the subject of legal enactments. This is particularly true of the right to confer degrees. The State is a party in the conferring of every degree; it puts its approval and blessing on every person sent out into the world with such a seal. The right to confer degrees belongs to no individual or group of individuals. It can be

acquired only from one source, and that source is the State. To this extent, then, the State is in partnership with every college and university. This partnership puts on the State definite duties and responsibilities. Unfortunately, the State has regarded too lightly its obligation in this matter. A degree is a piece of property with a definite tangible valuation. In origin, university degrees were licenses, giving their possessors certain peculiar rights and privileges. A degree in medicine carried with it the "*licentia medendi*," in arts the "*licentia docendi*." Abelard, in the twelfth century, suffered reproach because he taught without formal right or license, and even at that early date an effort was made by the universities to prohibit from teaching those who had not received their formal "*licentia*." While a degree in arts is no longer interpreted as a license to teach, it has acquired new significance as the badge of an educated person, a mark of culture and scholarship. It admits to a nobility, a peerage, a historic aristocracy. The value attached to a degree depends on the conditions of its attainment. If degrees could be bought they would be worthless. If they were given for the completion of elementary courses in grammar, arithmetic, etc., they would be no longer sought after. It is highly desirable, then, that there should be an admitted uniformity of standard among all degree-conferring institutions, to the end that a definite value may attach in public estimation to the degrees conferred.

And yet our best institutions are powerless to prevent the abuse of collegiate degrees. The very value of these rewards makes them eagerly sought by the unworthy and sold or given away by the unprincipled on an unworthy basis. It is not enough to say that the worthless institutions will in time be recognized, or that pretentious imposters, even though they bear degrees, will be discovered. There should be some way to prevent the damage, to correct the evil before it is too late. A counterfeit coin will, sooner or later, be discovered, but in the meantime it has woven a lie into the texture of our commercial relations and done irreparable damage. Degrees unworthily given are the counterfeit coins in our intellectual life. They are not always immediately detected, for the general public is

not critical or entirely competent to pass on these matters, but they are damaging to all culture and intellectual development and take away the value of the intellectual acquirements of every educated man.

I hold, then, that it is the duty of the State to establish definite conditions on which alone charters may be secured, and especially to restrict by wise and careful enactment the right to confer degrees. It has been repeatedly established by court decisions that the right to confer degrees comes from the Legislature. It is, therefore, the duty of the Legislature to safeguard the right, prevent its abuse, and limit it by such wholesome restrictions as the interests of society demand. As has been said before, the State is a partner with every degree-conferring institution, and it ought not to be a silent partner. It should require regular reports of official business, and should see to it that the good name of the firm is preserved. In allowing degrees to be given, the State bestows a piece of property, sacred and inviolable, so far as outward violence is concerned, but it allows all that is of worth in that property to be destroyed by the reckless conduct of fraudulent imposters or indifferent pretenders. The States that have by suitable legislation restricted the giving of charters to colleges and the right to confer degrees are so few that they are conspicuous like points of light in a darkened sky.

I invite these associations of college women to consider this matter seriously, to take the initiative in presenting it to other educational organizations, and, finally, to make an appeal to State Legislatures, to the end that truth and justice and right educational standards may be established by the law as well as by the gospel.

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Quarterly Bulletin



Department of Preparatory Music

1918-1919

Faculty of Department of Preparatory Music

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PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;
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MAE FRANCES GRIMMER,

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INSTRUCTOR IN PIANO AND THEORY.

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MEREDITH COLLEGE, A.B. AND DIPLOMA IN PIANO; PUPIL IN VIOLIN
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INSTRUCTOR IN VIOLIN.

PREPARATORY MUSIC COURSE

Outline of Piano Course

First Year: Arm and hand and wrist foundation work; hand and finger action combined with the proper use of the wrist and arm.

Scales: All major scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

Studies suggested: Köhler, *Op. 218* and *Op. 163*; Gurlitt, *Op. 197*; Mrs. Virgil, *Melodious Studies*, 2 Books; Duvernoy, *Op. 176*, 2 Books.

Pieces suggested: Dennée, *Petite Valse*; Gurlitt, *The Fair*; Neidlinger, *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song Without Words*, *Morning Song*; Reinecke, *Evening Peace*, *Barcarolle*, *At Sunset*, *Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance*, *Cradle Song*.

Second Year: *Scales:* Further development of technical work; all major and minor scales, two octaves, one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

Studies suggested: Köhler, *Op. 242* and *Op. 157*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

Pieces suggested: Heller, *L'Avalanche*, *Curious Story*; Schumann, *Album for the Young*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto*, *Fairy Story*, *Hunting Song*; Clementi, *Sonatina in C*, No. 1.

Third Year: *Scales:* Further development of technical work; all major and minor scales, one, two, and four notes to M.M. 60; triads; dominant and diminished seventh arpeggios.

Exercises suggested: Wolff, *Der Kleine Pischna*.

Studies suggested: Foote, *First Year Bach*; Foote, *First Year Händel*; Köhler, *Op. 50*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; Brauer, *Op. 15*; Gurlitt, *Op. 146*.

Sonatinas by Diabelli, Clementi, Kuhlau, Bertini, and others.

Pieces suggested: Mayer, *Butterflies*; Tschaiikowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino*, *Op. 64*.

Fourth Year: *Scales:* Technical work continued; all major and minor scales (harmonic and melodic forms) in four octaves, four notes to M.M. 80, parallel and contrary motion; all arpeggios.

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Exercises suggested (one book required): Wolff, *Der Kleine Pischna*; L. Plaidy, *Technical Studies*.

Studies suggested: Duvernoy, *Op. 120*; Bertini, *Op. 100*; Czerny, *Op. 636*; Jensen, *25 Piano Studies*; Heller, *Op. 45* and *Op. 46*; Gurlitt, *Op. 54*.

Bach, *Little Preludes and Fugues*.

Sonatas or *Sonatinas* suggested (one required): Mozart, *Sonata in C Major*; Haydn, *Sonata in C Major*; Beethoven, *Sonata in G Minor, Op. 49*; Clementi, *Sonatina in D. Major*.

Pieces suggested: Händel, *Courante* (Foote); Heller, *Il Penseroso*; Jensen, *Elfin Dance*; Schytte, *Youth and Joy*; Lack, *Cabaletta*; Emery, *Fingertwist*; Chaminade, *Gavotte*; Dennée, *Tarantelle*; Mayer, *Harpounds*; Grieg, *Album-leaf in A Major* and *in E Minor*.

Outline of Class Work

First Year: The staff, clefs, notation, measure, rhythm; steps and half-steps; the formation of intervals; the formation of the major scale, and of major and minor triads; ear training and sight-singing; transposition.

Second Year: Notation; intonation; the diatonic and chromatic half-steps; tonality; the formation of the minor scales; relative keys; simple and compound time; ear training and sight-singing; transposition.

Violin

First Year: Correct position of violin and bow; a theoretical and practical knowledge of the first position; all major and minor scales in one octave; various rhythmical and staccato bowings.

Books suggested: Hersey, *Modern Violin Method*; de Bériot, *Violin Method*; Laoureux, *Violin Method*.

Etudes suggested: Wohlfahrt, *Etudes*; Samie, *Etudes Mignonnes*; St. George, *30 Short Etudes*; Dancla, *One-Octave Exercises*.

Pieces suggested: Short pieces by Jean Conte, Bloch, Gustave Stube, Lange, and others.

Second Year: Theoretical and practical knowledge of all the positions; all major and minor scales in two octaves; staccato and saltato bowings.

Books suggested: Hrimaly, *Scale Studies*.

Etudes suggested: Kayser, *36 Etudes*; Meerts, *Elementary Studies*.

Concertos suggested: Seitz, *Pupil's Concertos, G Major, No. 2*.

Pieces by Hermann, Bohn, Dancla, Hollander, and others.

Primary Music

In addition to the above course, Meredith offers a special course for young children beginning the study of music. The instruction is given principally in classes.

Ear training forms an important part of the work. From the very first lesson the child is taught to listen. Beginning with the recognition of single tones, octaves, intervals, triads, simple rhythms, and melodies, they are led later on to listen for these things. Much musical knowledge is gained through songs and games and stories. A keyboard is used that can be dissected, and notes and musical signs that can be handled. The child is taught to reproduce on the blackboard these notes, signs, tones, rhythms, melodies that he sees and hears.

Technical training is begun at the first lesson in the form of drills, dealing with the relaxation of the body, arm, and hand, and the proper development of the muscles, so necessary to good piano playing. These drills are all given in class and accompanied by music, thus making them pleasing and attractive.

The judgment and reasoning powers are developed by giving principles and having the children work out their own problems as far as possible. Scale and chord building, transposition, easy keyboard harmony are some of the means used in developing these mental faculties.

Expenses Each Semester

The cost of music tuition in the Preparatory Music Department is as follows:

Piano, primary, first and second preparatory years.....	\$ 25.00
Piano, third and fourth preparatory years.....	30.00
Violin (if taken under an instructor).....	30.00

Music Supplies

Music students are expected to deposit a sum of money at the beginning of the session, sufficient to pay for sheet music and music supplies used. A receipt will be given for each deposit, and any unused money will be refunded at the end of the session. Preparatory students should deposit \$2.50. Music supplies will be under the direction of the college, and may be gotten from the secretary at her office hours. No music will be charged to students.

Students Not in Residence Taking Preparatory Music Only

Fourth Year

Hunter, Margaret Eugenia	<i>Piano</i>	Raleigh
O'Donnell, Margaret Mary,	<i>Piano</i>	Raleigh
O'Kelly, Mary Cutliff,	<i>Piano</i>	Raleigh
Phelps, Irene Elizabeth,	<i>Piano</i>	Raleigh
Ray, Johnnie Clarice,	<i>Piano</i>	Raleigh
Royster, Hubert Ashley,	<i>Piano</i>	Raleigh
York, Charles Vance,	<i>Violin</i>	Raleigh

Third Year

Byrum, Gladys Loraine,	<i>Piano</i>	Raleigh
Jolly, Susan Estelle,	<i>Piano</i>	Raleigh
Malone, Ruby Lee,	<i>Violin</i>	Monticello, Ga.
O'Donnell, Katherine Marie,	<i>Piano</i>	Raleigh
Wiggs, Octavia Norwood,	<i>Piano</i>	Raleigh
Wray, Mary Margaret,	<i>Violin</i>	Raleigh

Second Year

Albright, Phyllis,	<i>Piano</i>	Raleigh
Cole, John Farmer,	<i>Piano</i>	Raleigh
Davis, Marriott Betts,	<i>Piano</i>	Raleigh
Morgan, Gladys,	<i>Piano</i>	Raleigh
Norris, Landrum Ivey,	<i>Piano</i>	Raleigh
Sanderford, Helen Laura,	<i>Piano</i>	Raleigh

First Year

Ball, Alice,	<i>Piano</i>	Raleigh
Browne, Annie Hoover,	<i>Piano</i>	Raleigh
Brockwell, Mildred Eloise,	<i>Piano</i>	Raleigh
Buffaloe, Elizabeth,	<i>Piano</i>	Raleigh
Carter, Katherine McIver,	<i>Piano</i>	Raleigh
Craven, Mary Frances,	<i>Piano</i>	Raleigh
Crawley, Minnie,	<i>Piano</i>	Raleigh
Curry, Sidney McLean,	<i>Piano</i>	Raleigh
Kirkpatrick, Georgie,	<i>Piano</i>	Raleigh

10 *Meredith College—Department of Preparatory Music*

Ueltschi, Nannie Elizabeth, <i>Piano</i>	Raleigh
Wilder, Pauline Fairfax, <i>Piano</i>	Raleigh
York, Margaret Louise, <i>Piano</i>	Raleigh
Strother, Margaret, <i>Piano</i>	Raleigh

Advanced Primary

Allen, Elizabeth Seagle, <i>Piano</i>	Raleigh
Albright, Robert Mayne, <i>Piano</i>	Raleigh
Anderson, Alber, <i>Piano</i>	Raleigh
Brodgen, Alice Ball, <i>Piano</i>	Raleigh
Belvin, Lily Armstrong, <i>Piano</i>	Raleigh
Crowder, Margaret Moore, <i>Piano</i>	Raleigh
Dunn, Mary Virginia, <i>Piano</i>	Raleigh
Farmer, Elizabeth Louise, <i>Piano</i>	Raleigh
Gray, Willa Novella, <i>Piano</i>	Raleigh
Lee, Elizabeth McDonald, <i>Piano</i>	Raleigh
O'Donnell, Dorothy Winn, <i>Piano</i>	Raleigh
Peebles, Mary Ann, <i>Piano</i>	Raleigh
Smith, Charles Lee, Jr., <i>Piano</i>	Raleigh
Vaughan, Mary Lee, <i>Piano</i>	Raleigh
White, Ann Wilson, <i>Piano</i>	Raleigh
White, Louise Madeline, <i>Piano</i>	Raleigh
Ward, Elizabeth, <i>Piano</i> .	
Wynne, Lula Elizabeth, <i>Piano</i>	Raleigh
York, Nannie Anderson, <i>Piano</i>	Raleigh

First Primary

Barwick, Eloise, <i>Piano</i>	Raleigh
Barwick, Killian, <i>Piano</i>	Raleigh
Browne, Melissa Norman, <i>Piano</i>	Raleigh
Busbee, Sara Hall, <i>Piano</i>	Raleigh
Davis, Mary Elizabeth, <i>Piano</i>	Raleigh
Deboy, Elizabeth, <i>Piano</i>	Ralegh
Ernest, Janie Jeannette, <i>Piano</i>	Raleigh
Fleming, Mary Katherine, <i>Piano</i>	Raleigh
Furr, Dorothy Elizabeth, <i>Piano</i>	Raleigh
Galloway, Martha, <i>Piano</i>	Raleigh
Giles, Jewel Reed, <i>Piano</i>	Raleigh
Green, Sara Adele, <i>Piano</i>	Raleigh
Green, Margaret Rose, <i>Piano</i>	Raleigh
Houston, Anne Elizabeth, <i>Piano</i>	Raleigh

Highsmith, John Henry, <i>Piano</i>	Raleigh
Johnson, Mary Elizabeth, <i>Piano</i>	Raleigh
Lane, Willa Dean, <i>Piano</i>	Raleigh
Lippincott, Avis, <i>Piano</i>	Raleigh
Maynard, Martha, <i>Piano</i>	Raleigh
Mason, Eleanor Haywood, <i>Piano</i>	Raleigh
Ray, Irma, <i>Piano</i>	Raleigh
Robbins, Susie Mae, <i>Piano</i>	Raleigh
Royster, Henry Page, <i>Piano</i>	Raleigh
Separk, Gertrude, <i>Piano</i>	Raleigh
Ward, Nella Grimes, <i>Piano</i>	Raleigh
Wharton, Separk, <i>Violin</i>	Raleigh
Wray, Mary Margaret, <i>Piano</i>	Raleigh

Summary

Preparatory Music Only:

Fourth year	7	
Third year	6	
Second year	6	
First year	13	
	<hr/>	
Total		32

Primary:

Advanced primary	19	
First primary	28	
	<hr/>	47
		<hr/>
Total		79

Number of students from other Schools taking work in Preparatory Music:

From College classes	16	
From Art	2	
From the Specials	1	
	<hr/>	19
		<hr/>
Total		98

Summary of students not in residence taking Preparatory Music only:

Piano	75	
Violin	4	
	<hr/>	
Total		79

Final Summary of Students Taking Preparatory Music

Preparatory Music Only	79
Students from other School taking work in Preparatory Music.	19
	<hr/>
Total	98

Summary by States

North Carolina	97
Georgia	1
	<hr/>
Total	98

SERIES 12

March, 1919

NUMBER 3

Meredith College

Raleigh, North Carolina

Quarterly Bulletin



Twentieth Catalogue Number

Announcements for 1919-1920

Published by Meredith College in November, January, March and May

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RALEIGH
EDWARDS & BROUGHTON PRINTING CO.
1919

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Calendar

1919

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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1920

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28	29	30	31				27	28	29	30				26	27	28	29	30			26	27	28	29	30	31	

Calendar for the Year 1919-1920

Sept.	9.	Tuesday	FIRST SEMESTER begins. Examinations for making up conditions and deficiencies.
Sept.	9-10.		MATRICULATION and REGISTRATION of all students.
Sept.	11.	Thursday	LECTURES and CLASS WORK begin.
Nov.	27.	Thursday	THANKSGIVING DAY; a holiday.
Dec.	15.	Monday	Examinations for making up conditions and deficiencies.
Dec.	19.	Friday	3:30 p. m. CHRISTMAS RECESS begins.
Jan.	6.	Tuesday	8:30 a. m. CHRISTMAS RECESS ends.
Jan.	13-21.		FIRST SEMESTER examinations.
Jan.	21.	Wednesday	MATRICULATION and REGISTRATION of new students.
Jan.	22.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb.	5.	Thursday	FOUNDERS' DAY; a half holiday.
April	6.	Tuesday after	EASTER; a holiday.
May	3.	Monday	Examinations for making up conditions and deficiencies.
May	13-22.		SECOND SEMESTER examinations.
May	22.	Saturday	STUDENTS must submit to the dean their schedule of work for 1920-1921.
May	22-25.		COMMENCEMENT.

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†On leave of absence 1919-'20.

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INSTRUCTOR IN FRENCH.

(To Be Elected.)

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INSTRUCTOR IN ENGLISH COMPOSITION.

*Died May 3, 1919.

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INSTRUCTOR IN ENGLISH COMPOSITION
(To Be Elected.)

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CORNELIA CHRISTINE JUDD,
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Bulletin—PRESIDENT BREWER, MISS COLTON, MISS STEELE.

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Secretary Meredith Clubs—ELIZABETH ROYALL, Wake Forest, N. C.

Meredith College

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

By the last treasurer's report, May 1, 1918, the value of the college grounds and buildings was \$264,000, and of the equipment \$43,050, making a total value of the real property and equipment of \$307,050. The productive endowment, by the same report, was \$130,292.02, the non-productive fund \$29,350, and the deferred endowment \$15,000, making a total endowment fund of \$174,742.02, and a grand total of \$481,792.02. By the bursar's report of the same year the receipts from students and miscellaneous sources, with assets, were \$80,885.19. The General Education Board has recognized the worth of the college by voting aid to the endowment fund.

The Baptist State Convention, in its 1917 session, instructed its Board of Education to begin a campaign to raise a large sum for the further endowment and equipment of the Baptist system of schools and colleges. As Meredith College belongs to this system its endowment will eventually be increased from this source.*

Location

Meredith College is admirably located in Raleigh, the educational center of the state. The number of schools and col-

*See page 106, Needs of the College.

leges is due not only to the broad educational interests centering in the state capital, but also to the natural environment and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is 365 feet above sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts.

The college itself is in the center of the city, near the Capitol, and only a few blocks from the state and Olivia Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle, respectively; churches of other leading denominations are also near. Among the many advantages of college life in the capital city is the opportunity of hearing concerts and important addresses by distinguished speakers in the city auditorium and of attending the meetings of the state legislature, the annual meeting of the North Carolina Literary and Historical Association, the State Social Service Conference, and other noteworthy gatherings.

Buildings

The college has at present nine buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and five cottages.

Main Building, completed in 1899, contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms and dining room.

Faircloth Hall, built in 1904, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building, purchased in 1913 and first used in 1914, contains the lecture room and laboratories of the department of Home Economics, and the president's living rooms.

East Building, purchased in 1899, contains dormitory and dining rooms.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bath rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

North and South cottages, purchased in 1900, and the Person Street cottage, purchased in 1916, are heated by stoves or grates, but in other respects are equipped like the other buildings.

The regulations for all buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the college year.

Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals, and apparatus for individual work in Chemistry, Physics, Biology, and Home Economics.

The State Museum, to which additions are continually being made, is of much service to the department of science.

Library

The library is in charge of a trained librarian and is scientifically classified and catalogued. Five hundred and eight volumes have been added to the library during the current year.

There are six thousand five hundred forty-nine volumes and eighteen hundred pamphlets in the library. These have been selected by heads of departments, and are in constant use by the students. Sixty-four magazines, six college magazines, and fourteen newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library, of some fourteen thousand, and the State

Library of fifty-two thousand volumes, are open to students, and are within three blocks of the college. The State Library offers to students of American History unusual advantages in North Carolina and southern History.

Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are under the management of the students, assisted by a faculty advisory committee. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night and, in addition, there is a short prayer meeting every morning. The first meeting in each month is set apart for the subject of Missions, and is in charge of the Young Women's Auxiliary, which has been organized as a part of the Young Women's Christian Association of Meredith College. This organization directs the mission work of the Association and assists the other Young Women's Auxiliaries of the state in the support of Miss Sophie Stephens Lanneau, a Meredith graduate, who is now a missionary in Soochow, China. Besides Miss Lanneau, there are six other former Meredith students doing mission work in foreign fields.

Four Bible study and five mission classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of mission work. During the past year there has been a Student Volunteer Band of four members.

Government

A system of student government prevails in the college, the basis of which is a set of regulations submitted by the faculty and adopted by the students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Physical Education

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, volleyball, and archery, and a well-equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

All students, except seniors, are required to exercise four half-hours a week from November first to April first. As far as possible students are organized in classes according to the number of years that they have had the work. Basketball, volleyball, or tennis may be substituted twice a week for the regular class work.

Students are credited in the physical and field work on the basis of faithfulness and punctuality.

An annual exhibition of the class work is held in April, and ribbons and letters are given upon the basis of proficiency. At

the close of the inter-class basketball games letters are awarded to the five best players. A handsome silver loving cup is also offered yearly to the team winning in an inter-class basketball contest. To the champions of the inter-class tennis tournament letters are awarded.

The athletic committee of the faculty, with the physical director, has control of all field sports.

Hygiene and Care of the Sick

Once a week during the year the physician in charge lectures to the student-body on general hygiene and the care of the body. For six weeks in the second semester these lectures embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The physician in charge holds office hours at the college, at which time the students may consult her upon all subjects of hygiene or relative to their personal health. The general laws of health are enforced so far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

Literary Societies

There are two literary societies, Philaretian and Astrotekton, meeting every Saturday night. These societies are organized to give variety to the college life and to promote general culture.

Students will draw for membership in the societies in such a proportion as to make the membership in the two societies equal. Students who have had a sister in a society may be assigned to that one, and so be excused from drawing.

Each society offers a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrew Carter, of New York

City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the president.

By the Students

The Acorn.—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price, one dollar.

Oak Leaves, the college annual, is published by the literary societies. Any one desiring this should communicate with the business manager of the annual.

Chapel Speakers and Other Lecturers (1918-1919)

Sept. 22—Miss Mary L. Cady—*The New Woman's World*.

Sept. 29—Mrs. Calder T. Willingham—*Mission Work in Japan*.

Nov. 14—Miss Ruth Lawson—*Girls in Other Lands*.

Nov. 17—Mrs. Thomas W. Bickett—*Experiences as a Y. W. C. A. Worker*.

Dec. 1—Mrs. Wesley N. Jones—*Missions*.

Dec. 4—Dr. Winfield Scott Hall, M.D., Ph.D.—*The Uplift of the Race*.

Jan. 20—Tom Skeyhill (of the Australian army)—*Battle of Gallipoli and War Poetry*.

Jan. 28—Lady Anne Azgepetian—*Armenia*.

Feb. 4-5—Dr. Florence Meredith—*Community Health Work*.

Feb. 27—Miss Minnie L. Jamison—*Land Army Work*.

Mar. 4-8—Miss Margaret Frost—*Sunday-School Pedagogy*.

- Mar. 8—Hamlin Garland—*Songs and Seasons of the Border, with selections from his own works.*
 Mar. 14—Mr. Samuel L. Zwemer—*The Moslem World as a Problem.*
 Mar. 15—Dr. Edwin McNeill Poteat—*The Christian's Compass.*
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"Gypsy" Smith—*Work of Y. M. C. A. Among the Allied Armies.*
 "Billy" Sunday (Rev. William Sunday, D.D.)—*Talk to School Girls.*
 Ambassador Henry Morgenthau—*Turkey and Germany.*

Concerts

Historical Series by the Music Faculty of Meredith College:

- Italian Music of the Seventeenth and Eighteenth Centuries (1917-18).
 French Music of the Seventeenth and Eighteenth Centuries (1917-18).
 Music of Bach, Handel, and Gluck.
 Music of the Second Half of the Eighteenth Century. Haydn, Mozart, Beethoven.
 Music of the Early Nineteenth Century. Schubert, Schumann, Mendelssohn, Liszt, Chopin.
 Music of the Second Half of the Nineteenth Century.

Commencement, 1918

- William Warren Landrum, A.B. D.D., Baccalaureate Sermon;
 Missionary Sermon.
 Paul Shorey, Ph.D., LL.D., Litt.D.
The American Language.

Expenses

Tuition Each Semester

College course	\$37.50
Literary and theoretical work in Music course (see p. 92)	37.50
Public School Music (Music students)	5.00
*Piano	\$32.50, 40.00
Organ	40.00
*Violin	40.00
Voice	\$30.00, \$32.50, 40.00
Art	30.00
China Painting	30.00

Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Incidental fee	7.50
Chemical laboratory fee	2.50
Biological laboratory fee	1.00
Cooking laboratory fee	7.50
Sewing laboratory fee	1.00
Library fee	2.50
Lecture fee	1.00
Gymnasium fee	1.00
Medical fee	3.00
Ensemble or Chamber Music.....	.50
Interpretation Class .....	.50
Use of piano one hour daily	4.50
For each additional hour.....	2.25
Use of pedal organ one hour daily	6.00
Use of pipe organ, per hour .....	.25

Table Board Each Semester

Main Building	80.00
Club	45.00

*In the department of Preparatory Music, Music tuition is as follows: Piano, primary, and first and second preparatory years, \$25.00 a semester; third and fourth preparatory years, \$30.00 a semester; Violin (if taken under an instructor), \$30.00 a semester.

Room Rent Each Semester

Including fuel, light, and water:

Main Building	{	Front rooms or two-girl rooms.....	\$25.00
		Other rooms in Main Building.....	22.50
Fairecloth Hall	{	Front rooms	25.00
		Other rooms in Fairecloth Hall	22.50
East Building		.....	20.00
Cottages		.....	18.75

Summary of Expenses for the Year in the Literary Course

In Main Building:

Board, room, lights, fuel, and bath.....	\$197.50 to \$210.00
Tuition, college course	75.00
Medical fee	6.00
Library fee	5.00
Gymnasium fee	2.00
Lecture fee	2.00
Incidental fee	15.00

Total\$302.50 to \$315.00

With board in the club this amount is \$70.00 less.

All bills are due in advance for the semester, but for the convenience of patrons, payments may be made at the beginning of each quarter.

Students who pursue Music and Art may take one literary subject at a cost of \$17.50 a semester.

Students pursuing one special course may take one literary subject at \$17.50 a semester, or two literary subjects at \$30.00 a semester, or three literary subjects at \$37.50 a semester.

Special students may elect Art History or one theoretical course in the School of Music at \$17.50 a semester or two theoretical courses in the School of Music at \$30.00 a semester.

Students in the A.B. or B.S. course may elect Art History or theoretical courses in the School of Music which count toward their degree at \$6.25 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses, but are required to pay the library fee if they take any class work.

Nonresident students may take any one course in the literary department at \$17.50 a semester or two such courses at \$30.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

The medical fee of \$6.00 meets the charges for the college physician and the college nurse. Any services in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

In the club the students, under the direction of an experienced dietitian, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this way is reduced to \$45.00 a semester. Ten dollars is due at the beginning of each month. This year ninety-three students have taken their meals in the club.

The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the bursar the matriculation fee of \$10 before registering with the dean.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as of those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration see page 31.

To secure rooms, application must be accompanied by a deposit of \$5. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5 room fee deposit and the \$10 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

Admission Requirements

Students are admitted either (A) by certificate or (B) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other states accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The college also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the president, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the president not later than August 1st of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate, properly filled out and signed by the principal, is presented to the college.

B. Students desiring to be admitted under the second of these conditions should see page 31.

Students applying for advanced standing should read *Credits*, page 45.

Admission to College Classes

For full admission to the freshman class a candidate must offer fourteen units of work. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

English	3	units.
Latin	4	units.
or		
Latin	3	units
and		
French or German	2	units
		} 5 units.
Mathematics: { Algebra	1.5	units.
{ Geometry	1	unit.
Elective*	4.5 or 3.5	units.
<hr/>		
Total.....	14	units.

Every candidate for the B.S. degree in Home Economics must offer:

English	3	units.
French†	2	units.
German†	2	units.
Mathematics: { Algebra	1.5	units.
{ Geometry	1	unit.
Elective‡	4.5	units.
<hr/>		
Total.....	14	units.

*The elective units must be selected from the following: History, Bible, Science, Cooking, Agriculture, Vegetable Gardening, Commercial Geography, a fourth unit in Latin, an additional unit in French or German, an additional half-unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra. Not more than four half-unit courses will be accepted.

†Four units of Latin may be substituted for both French and German, or three units of Latin may be substituted for either French or German; but the language or languages offered for entrance must be continued for at least one year in college.

‡The required and elective subjects allowed for entrance to the A.B. course may be offered; also, a half-unit in Mechanical Drawing, Free-hand Drawing, or Sewing may be offered. Not more than four half-unit courses will be accepted.

Conditioned Students

A freshman may be conditioned to the extent of two units. These conditions must be removed by the end of the sophomore year at the regular periods set for removing conditions and deficiencies. (See p. 46.) Members of other classes may have conditions not exceeding three hours.

Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

Routine of Entrance

1. *Registration*.—All students, upon arrival at the college, should report at the office of the president and register.

2. *Matriculation*.—On September 9 and 10 all students should report at the office of the bursar and pay the required fee. Matriculation for the second semester should be completed on or before January 21.

3. *Classification*.—On September 9 and 10 all students will appear before the classification committee in order to have their schedules for the semester arranged. All schedules must be approved by the dean. Those desiring credit for college courses must apply to the committee on advanced standing.

Schedules for the second semester will be arranged by the dean on or before January 21.

Definition of Entrance Requirements

ENGLISH (3 units)

Upon the recommendation of the National Conference on Uniform Entrance Requirements in English, the following requirements have been adopted, 1915-1919:

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

GRAMMAR AND COMPOSITION

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

LITERATURE.

The second object is sought by means of two lists of books, headed respectively, *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

A. Reading.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I:

Group I. Classics in Translation: The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*.

The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII.

The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI.

The *Æneid*.

(The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.)

For any selection from this group a selection from any other group may be substituted.

Group II. Shakspeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*,* *Macbeth*,* *Hamlet*.*

Group III. Prose Fiction: Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney, *Evelina*; Scott's novels, any one; Jane Austen's novels, any one; Maria Edgeworth, *Castle Rackrent*, or *The Absentee*; Dickens' novels, any one; Thackeray's novels any one; George Eliot's novels, any one; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Ho*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, *Treasure*

*If not chosen for study under B.

Island, or *Kidnapped*, or *Master of Ballantræ*; Cooper's novels, any one; Poe, *Selected Tales*; Hawthorne, *The House of the Seven Gables*, or *Twice-Told Tales*, or *Mosses from an Old Manse*.

A collection of short stories by various standard writers.

Group IV. Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*, or selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, lectures on Swift, Addison, and Steele, in the *English Humorists*; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*; Trevelyan, selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or selections (about 150 pages); Dana, *Two Years Before the Mast*; Lincoln, selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage* and *Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*.

A collection of essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers.

A collection of letters by various standard writers.

Group V. Poetry: Palgrave, *Golden Treasury* (First Series): Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave, *Golden Treasury* (First Series): Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveler* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish ballads, as, for example, some *Robin Hood Ballads*, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto

III or IV, and *The Prisoner of Chillon*; Scott, *The Lady of the Lake* or *Marmion* (Home and School Library); Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus—*," *Instans Tyrannus*; Arnold, *Sohrab and Rustum*, and *The Forsaken Merman*; Selections from American poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

B. Study.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama: Shakspeare, *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry: Milton, *L'Allégre*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III. Oratory: Burke, *Speech on Conciliation with America*; Macaulay, *Speech on Copyright*, and Lincoln, *Speech at Cooper Union*; Washington, *Farewell Address*, and Webster, *First Bunker Hill Oration*.

Group IV. Essays: Carlyle, *Essay on Burns*, with selections from Burns' *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

FRENCH (2 units)***FIRST-YEAR FRENCH (1 UNIT)**

(1) Careful drill in pronunciation; Fraser and Squair, *French Grammar*, Part I (or its equivalent); reading of 150-200 pages of easy French. For suggested texts for reading, see Elementary French 1, page 59.

SECOND-YEAR FRENCH (1 UNIT)

(2) Fraser and Squair, *French Grammar*, Part II; reading of 300-400 pages of French. For suggested texts for reading, see Elementary French 2, page 60.

GERMAN (2 units)***FIRST-YEAR GERMAN (1 UNIT)**

(1) Drill in pronunciation; Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II (or its equivalent); reading of 150-200 pages of German. For suggested reading texts, see Elementary German 1, page 61. One whole year's work.

SECOND-YEAR GERMAN (1 UNIT)

(2) Paul V. Bacon, *German Grammar*, finished (or its equivalent); reading of 300-400 pages of German. For suggested reading texts, see Elementary German 2, page 62. One whole year's work.

LATIN (4 units)***FIRST-YEAR LATIN (1 UNIT)**

(1) A thorough knowledge of forms and principles of syntax. D'Ooge, *Latin for Beginners* is recommended.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

*Instead of four units of Latin, three units of Latin and two units of French or German may be offered. If four units of Latin are presented, French or German may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued. Provision will be made for taking a second unit in French and in German.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. Grammar, Allen and Greenough recommended. At least one period a week should be devoted to prose composition. Baker and Inglis, *High School Course in Latin Composition*, Part II, is recommended.

FOURTH-YEAR LATIN (1 UNIT)

(4) Virgil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week. Baker and Inglis, Part III.

HISTORY (Elective)

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

The candidate may offer as many as three of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit).

or

Robinson and Breasted, *Outlines of European History*, Part I, from ancient times to the eighteenth century (1 unit).

Robinson and Beard, *Outlines of European History*, Part II, from the eighteenth century to the present day (1 unit).

These two books follow the recommendation of the Committee of Five of the American Historical Association, and of the Report on *Social Studies in Secondary Education for 1916*, No. 28, published in the *United States Bulletin of Education*. Schools are strongly urged to adopt these books for a two-years' course in history.

ANCIENT HISTORY (1 UNIT)

TEXT-BOOKS.*—Breasted, *Ancient Times* (Ginn & Co.); West, *Ancient World*, Revised Edition (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of*

Greece; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys' and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn & Co., *Classical Atlas*.

MEDIÆVAL AND MODERN HISTORY (1 UNIT)

TEXT-BOOKS.*—Harding, *New Mediæval and Modern History* (American Book Co.); Robinson, *Mediæval and Modern Times* (Ginn & Co.); West, *The Modern World* (Allyn and Bacon); or an equivalent.

The following books are suggested for a school library for supplementary work: Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; Dawson, *The Evolution of Modern Germany*; Day, *A History of Commerce*; Hayes, *A Political and Social History of Modern Europe* (two volumes); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Ogg, *The Governments of Europe*; Robinson, *Readings in European History* (two-volume edition); Symonds, *Short History of the Renaissance*; and Dow, *Atlas of European History*.

ENGLISH HISTORY (1 UNIT)

TEXT-BOOKS.*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Industrial History of England*; Cheyney, *Readings in English History*; Cross, *A History of England and Greater Britain*; Gardiner, *Student's History of England*; Gibbons, *The Industrial History of England*; Green, *A Short History of the English People*; Hayes, *British Social Problems*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*; Low and Pulling, *Dictionary of English History* (Cassell).

*Any one text-book of the group is accepted.

AMERICAN HISTORY (1 UNIT)

TEXT-BOOKS.†—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History*, Revised Edition (Macmillan); Johnson, *High School History of the United States*, Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Beard, *American Citizenship*; or an equivalent.

The following books are suggested for a school library for supplementary work: *The American Nation* (Harpers, twenty-seven volumes. Get especially volumes 22, 23, 24, 25, which cover the period since 1865); Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Government and Politics*; Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; *The Riverside History of the United States* (four volumes); *Statistical Abstract of the United States*; *World Almanac*; Jameson, *Dictionary of United States History*, and McCoun, *Historical Geography of the United States*.

MATHEMATICS (2.5 units)*

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: the four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportion, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

*An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given in any case.

†A book on Civil Government alone will not take the place of one on American History.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good text-book in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

BIBLE (Elective)

- | | | |
|----------------------------|---|----------|
| A. Bible Study. | } | (1 UNIT) |
| B. Sunday School Pedagogy. | | |
| C. Mission Study. | | |

A. Bible Study.

Two hours a week throughout the year.

1. The Bible Section of the *Normal Manual*—sixteen to twenty lessons. This is to serve as an introduction to the study of the Bible.

2. The *Old Testament*—forty lessons.

- a. McLearn, *Old Testament History*, abridged edition.
- b. Readings in the historical books. These will be assigned by the teacher and will average one chapter for each lesson.
- c. Readings in the Prophets, *Isaiah*, Chapters 5, 6, 53, 60, 61; the following books: *Amos*, *Nahum*, *Haggai*, *Malachi*.
- d. Readings in the poetical books, *Job* 28; *Psalms* 1, 2, 8, 19, 22, 29, 51, 84, 90, 103, 119, 137, 147, 148; *Proverbs* 1, 2, 3, 4, 5, 6, 20, 31; *Ecclesiastes* 11: 9-12: 14.

3. The *New Testament*—forty lessons.

- a. McLearn, *New Testament History*, abridged edition.
- b. Kerr, *Harmony of the Gospels*—the analysis and enough of the text to get a connected view of the life of Jesus from the *New Testament* itself.
- c. *The Acts of the Apostles*.
- d. One from each of the four groups of Paul's Epistles as follows: *I Thessalonians*, *Galatians*, *Colossians*, *II Timothy*.
- e. The Epistle to the *Hebrews*.
- f. First Epistle of *John*.

B. Sunday School Pedagogy.

One hour a week throughout the year in the study of the *New Normal Manual*—Divisions I and II. If all the time is not needed, it can be used in the Bible work.

C. Missions.

One hour a week throughout the year. The following books are to be used:

- a. State Missions: L. Johnson, *Christian Statesmanship*.
- b. Home Missions: V. I. Masters, *Baptist Home Missions*.
- c. Foreign Missions: T. B. Ray, *Southern Baptist Foreign Missions*.

Christian Statesmanship must be taken, and either one of the others.

SCIENCE (Elective)**PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)***

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Fitz, *Physiology and Hygiene*, or Martin, *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)*

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr, *New Physical Geography*.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in a carefully prepared note-book.

In order to get full credit the candidate must submit her laboratory note-book which has been certified by her teacher.

TEXT.—Coleman, *Elements of Physics*.

*A student who has not had the equivalent of four one-hour recitations a week throughout the school year in Physiology or Physical Geography will not be given full credit for that subject. The maximum credit allowed for Physiology and Physical Geography is one and one-half units.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relations of plants to other living things. A large part of this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note-book.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note-book which has been certified by her teacher.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text. A full unit will not be allowed for this course unless the student submits a laboratory note-book which has been certified by her teacher.

COOKING ($\frac{1}{2}$ UNIT OR 1 UNIT)

A full unit in Cooking will not be given unless a note-book, certified by the teacher, is presented. A half-unit or a unit in this subject will be allowed according to the time given to it. Two double laboratory periods will count for two recitations.

Requirements for Graduation

To be entitled to a degree or diploma, the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward one degree or diploma may also be counted toward a second degree or diploma, provided that that subject is one of the prescribed or elective subjects for such second degree or diploma.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are not required to take more than the number of hours necessary to obtain their degrees. No student may take more than sixteen hours of work a week, except by action of the academic council.

The maximum number of hours of credit that will be allowed during any session is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

BACHELOR OF ARTS

To be entitled to the degree of A.B., the candidate must complete, in addition to fourteen entrance units, sixty hours of work. Of the sixty hours required for the degree, twenty-nine are prescribed, fifteen are chosen from one of seven groups of majors and minors, and sixteen are free electives. (Page 48.)

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

BACHELOR OF SCIENCE.

To be entitled to the degree of B.S., the student must complete the forty-nine hours of prescribed work, and in addition, eleven hours of elective work.

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Science.

General Regulations for Academic Work

Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects. Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy is the passing grade.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters students are notified if they are not making satisfactory grades.

Conditions and Deficiencies

A student who fails or is deficient in any respect in the work of the first semester will be allowed to pass off the condition the first Monday in May. If she fails at this time she will be allowed to take another examination on Tuesday, the opening day of the next fall semester. If she fails a second time, she will be required to repeat the semester's work in class.

A student who fails or is deficient in any respect in the work of the second semester will be allowed to pass off the condition on Tuesday, the opening day of the fall semester. If she fails at this time she will be allowed to take another examination the third Monday in December. If she fails a second time she will be required to repeat the semester's work in class.

Examinations for removing entrance conditions will be given on Tuesday, the opening day of the fall semester, or the third Monday in December, or the first Monday in May.

All entrance conditions must be removed by the end of the sophomore year. No student will receive credit for work in any subject until her conditions or deficiencies in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties or illness this fee will be remitted.

Outline of Course for the A.B. Degree

Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Chemistry 1	3	(56)	English Composition 1	3	(57)
French 2* }	3	{ (60) (62)	Latin 1*.....	3	(67)
or			Mathematics 1.....	4	(69)
German 2* }					

Sophomore Year

Biology 1.....	3	(54)	History 1.....	3	(63)
English Literature 1..	3	(58)	Electives†.....	6	(47-48)

Junior Year

English Composition 3-4	1	(58)	Ethics or Sociology---	1½	(70)
Psychology.....	1½	(70)	Electives†.....	11	(47-48)

Senior Year

Electives†.....	14	(47-48)
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In addition to the prescribed hours, each student must elect fifteen hours from one of the following groups:

Group 1. English.

Six hours of English, and nine hours of the following:
Latin, French, German, History.

Group 2. French.

- (a) Nine hours of French, and six hours of German; or
- (b) Six hours of French, and nine hours of German, if only one unit of French was offered for entrance.

*Students must continue through the freshman year the language or languages offered for entrance.

If four units of Latin and no French or German are offered for entrance, Latin 1 and either French 1 or German 1 must be taken in the freshman year and either French 2 or German 2 in the Sophomore year.

If three units of Latin and two units of either French or German are offered for entrance, Latin 0 and either French 2 or German 2 must be taken in the freshman year and Latin 1 in the Sophomore year.

†Electives may be chosen from the seven groups or the free electives. Pages 47-48.

Group 3. German.

- (a) Nine hours of German, and six hours of French; or
- (b) Six hours of German, and nine hours of French, if only one unit of German was offered for entrance.

Group 4. History.

Six hours of History, and nine hours of the following:
Economics, Sociology, English, French, German.

Group 5. Latin.

Six hours of Latin, and nine hours of the following:
French, German, English, Mathematics, History.

Group 6. Mathematics.

Six hours of Mathematics, and nine hours of the following:
French, German, Science, Philosophy.

Group 7. Science.

Six hours of Physics, Chemistry, or Biology and nine hours of the following:
French, German, Mathematics, English.

In addition to the prescribed hours and the fifteen hours elected from one group, each student must elect enough more hours to complete sixty hours of work. These electives may be chosen from any of the subjects not already elected in any of the groups or from the following subjects. The students are advised to consult their major professor as to their electives. Certain elective courses may not be offered when, in the opinion of the dean and the professor concerned, a sufficient number of students do not apply for them.

Bible 1-5.

Cooking 1-2.

Education 1-2.

Art History.

Theoretical courses in Music.

Geology.

Household Management.

Art Education.

Outline of Course for the B.S. Degree in Home Economics

Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Chemistry 1.....	3	(56)	French 2* }	6	(60)
English Composition 1	3	(57)	German 2* }		(62)
Mathematics 1.....	4	(69)	Latin 1* }		(67)

Sophomore Year

Biology 1.....	3	(54)	French 3 }	3	(60)
Chemistry 2.....	3	(56)	or }		(62)
English Literature 1..	3	(58)	German 3 }		(65)
			Cooking 1.....	3	(65)

Junior Year

English Comp. 3-4....	1	(58)	Physics.....	3	(72)
History 1.....	3	(63)	Household Manage-		
Psychology.....	1½	(70)	ment.....	2	(66)
Social Science.....	1½	(70)	Electives†.....	3	(47-48)

Senior Year

Economics.....	3	(65)	Cooking 2.....	1½	(65)
Dietetics.....	1½	(66)	Electives†.....	8	(47-48)

*Students must continue through the freshman year the language or languages offered for entrance.

†A. B. required subjects or electives not already taken.

An additional two hour course in sewing may be elected in the junior or the senior year, but will not be counted toward a degree.

SCHEDULE OF RECITATIONS

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAURDAY
9:00	Chemistry 1 (a) Education 1 English Comp. 1 (a) English Lit. 1 (a) French 2 (a) History 1 (a) Mathematics 1 (a)	Chemistry 2 English Comp. 3 French 4 Latin 1 (a) Mathematics 1 (a)	Chemistry 1 (a) Education 1 English Comp. 1 (a) English Lit. 1 (a) French 2 (a) History 1 (a) Mathematics 1 (a)	Chemistry 2 English Comp. 2 French 4 Latin 1 (a) Sewing 1	Chemistry 1 (a) Education 1 English Comp. 1 (a) English Lit. 1 (a) French 2 (a) History 1 (a) Mathematics 1 (a)
10:00	Bible 2 English Comp. 1 (b) French 2 (b) German 1 Geology History 1 (b) Latin 1 (b) Mathematics 2	Chemistry 1 (b) French 2 (b) Geology History 5 Household Managem't	Bible 2 English Comp. 1 (b) French 4 German 1 Geology History 1 (b) Latin 1 (b) Mathematics 2	Chemistry 1 (b) French 2 (b) German 1 Household Managem't	Bible 2 Chemistry 2 Economics English Comp. 1 (b) German 1 History 1 (b) Mathematics 2
11:00	Bible 1 Cooking 1 French 2 (c) History 2 Latin 0 Physiology	History 3 Latin 0 Physics 1	Bible 1 French 2 (c) History 2 Latin 0 Physiology	Bible 4 History 3 Latin 4 Physics 1	Bible 1 Chemistry 1 (b) French 2 (c) History 2 Latin 0 Physics 1 Physiology
12:00	Botany Chemistry 1 (b) English Comp. 1 (c) French 1 (a) French 3 History 6 Mathematics 1 (b) Psychology	Art Education Economics French 1 (a) Latin 3 Mathematics 1 (b)	Botany Chemistry 1 (b) English Comp. 1 (c) French 1 (a) French 3 History 6 Latin 2 Mathematics 1 (b) Psychology	Art Education Bible 5 English Comp. 2 Economics Latin 3	Botany English Comp. 1 (c) English Lit. 2 French 1 (a) French 3 Latin 2 Mathematics 1 (b) Psychology History 6
1:30	Dietetics Education 3 English Comp. 1 (d) English Lit. 1 (b) English Lit. 3 French 1 (b) and (c) German 2 Mathematics 3	Art History 1 Biology 1 English Lit. 2 French 1 (b) and (c)	Dietetics Education 3 English Comp. 1 (d) English Lit. 1 (b) English Lit. 3 French 1 (b) and (c) German 2 Mathematics 3	Art History 1 Biology 1 English Lit. 2 French 1 (b) and (c)	Chemistry 2 Dietetics English Comp. 1 (d) English Lit. 1 (b) English Lit. 3 German 2 History 1 Mathematics 3
2:30	German 3		German 3	German 3	Latin 1 (a) and (b)

Schedule of Recitations.

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SCHEDULE FOR LABORATORY WORK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	Biology (a)	Sewing 2		Cooking 1		Sewing 2
10:00	Biology (a)	Sewing 2		Chemistry 1 (c) Cooking 1		Sewing 2
11:00	Biology (a)		Chemistry 2 (a) Sewing 1	Chemistry 1 (c) Sewing 1	Chemistry 2 (b)	
12:00	Biology (a)		Chemistry 2 (a) Sewing 1	Sewing 1	Chemistry 2 (b)	
1:30		Chemistry 1 (a)	Chemistry 1 (a)	Chemistry 2 (a)	Chemistry 1 (c)	
2:30		Biology (b) Chemistry 1 (a) Cooking 2 (a)	Biology (c) Chemistry 1 (a) Cooking 2 (b)	Biology (b) Chemistry 2 (a) Cooking 2 (a)	Biology (c) Chemistry 1 (c) Cooking 1	Cooking 2 (b)
3:30		Biology (b) Chemistry 1 (b) Cooking 2 (a)	Biology (c) Chemistry 1 (b) Cooking 2 (b)	Biology (b) Chemistry 2 (b) Cooking 2 (a)	Biology (c) Cooking 1	Cooking 2 (b)
4:30		Chemistry 1 (b)	Chemistry 1 (b) Cooking 2 (b)	Chemistry 2 (b) Cooking 2 (a)	Cooking 1	

Courses of Instruction

I. Bible

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

1. Old Testament History and Literature.

Open to students from all classes. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

This course aims to give a working knowledge of Old Testament History, to show the religious development of the people of Israel, to indicate the religious ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the pupil to appreciate the various forms of Old Testament literature.

TEXTS.—Crockett, *Harmony of Samuel, Kings, and Chronicles*; Blaikie, *A Manual of Bible History*; Willett, *The Prophets of Israel*.

2. The Life of Christ.

Open to students from all classes. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 10.

In this course the life of Jesus Christ is studied historically in the light of the political, social, and religious conditions of the time. His work and teaching are viewed in their various phases, and an effort is made to discover at their sources the influences that resulted in Christianity as a world religion.

TEXTS.—Stevens and Burton, *A Harmony of the Gospels*; Rhees, *The Life of Jesus of Nazareth*.

3. History of the Apostolic Age.

Open to students from all classes. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 10.

The course of New Testament History is traced from the death of Christ till the close of the first century. The origin of the various New Testament writings is noted, especially the conditions that called them forth, and the purpose of their writers. The contents and teachings of the New Testament books, except the Gospels, are

studied. The course aims to provide such introductory background as will enable the student to read all parts of the New Testament with understanding and appreciation.

TEXTS.—Burton, *The Records and Letters of the Apostolic Age*; Purves, *The Apostolic Age*.

4. Sunday School Pedagogy.

Open to students from all classes. One hour a week for a year. Friday, 11.

This course deals with the various phases of modern Sunday School work. It includes Sunday School organization and management, problems, aims, methods of teaching, pupils' characteristics, and a general view of the Bible as the teacher's text-book.

TEXTS.—Two or more books selected from the Normal Course of the Sunday School Board of the Southern Baptist Convention.

5. Missions.

Open to students from all classes. One hour a week for a year. Friday, 12.

This course aims to show the reasons for missions, the influence of missions, methods of mission work, and the agencies through which southern Baptists carry on such work at home and abroad.

First semester: Foreign Missions.

Representative mission fields are studied, attention being given to such subjects as geography, racial and national characteristics, social conditions, religious needs, etc. Much collateral reading is required. Each year one country is selected for more detailed study, the method used for this part of the course being such as to prepare pupils for more effective work in mission societies. China is the country selected for this study in 1919-1920.

TEXT.—Pott, *The Emergency in China*.

Second semester: Home Missions and State Missions.

Various forms of mission work in the home land are studied. Special attention is given each year to some particular phase of this work or to some important problem. The Country Church will be the subject for such study in 1919-1920.

TEXT.—Masters, *The Country Church in the South*.

II. Biology

J. G. BOOMHOUR, *Professor.*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of
Physiology and Hygiene.*

1. General Biology.

Required of sophomores and open to other college students. Three hours a week for a year. Two hours lecture and recitation and four hours laboratory. Lectures: Wednesday, Friday, 1:30. Laboratory: Sec. (a), Monday, 9-1; Sec. (b), Tuesday, Thursday, 2:30-4:30; Sec. (c), Wednesday, Friday, 2:30-4:30.

This course during the first semester includes a detailed study of protoplasm and cell structure as exemplified by animal life. The earthworm is chosen as a representative animal, and its varied systems of organs are considered. The general subject of animal physiology is introduced and the variation in structure of the different systems of organs is emphasized.

During the second semester protoplasm and cell structure found in plant life are studied and the distinguishing features are noted. A representative plant, such as the fern, is chosen and the cell structure of its various tissues considered. The general subject of plant physiology is introduced and the vegetal and reproductive processes in various plants considered. During the closing weeks of the year classification of both animal and plant life is emphasized and studied by means of numerous field trips.

Laboratory fee, \$2.

2. Physiology and Hygiene.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection; the hygienic arrangement of the sick room.

A course is given in "First Aid" as arranged by the American Red Cross. Those who pass the examination in this course will be given a Certificate from the American Red Cross.

TEXT AND REFERENCE BOOKS.—Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Text-book of Physiology*; Gray, *Anatomy*.

3. Botany.

Open to juniors and seniors. Three hours a week for the first semester.

A study of Botany including morphology and physiology of all groups of the plant kingdom. Considerable time will be given to the analysis and classification of plants.

4. Zoology.

Open to juniors and seniors. Three hours a week for the second semester.

A study of representatives of all the groups of the animal kingdom and a comparative study of vertebrates.

Geology

Open to juniors and seniors. Three hours a week. Tuesday, Wednesday, Thursday, 10.

First semester: Dynamical Geology and Physiography.

This course deals with natural phenomena which affect the earth's structure, such as weathering, volcanoes, earthquakes, erosion caused by waterways and glaciers; also, the varied changes of topography, including the life histories of rivers and lakes.

Second semester: Structural and Historical Geology.

In the second semester the earth's structure, and the varied changes which have taken place in animal and plant life as revealed by fossils are studied.

TEXT.—Le Conte, *Elements of Geology*.

III. Chemistry

CHARLES EDWARD BREWER, *Professor*.

*LOUISE COX LANNEAU, *Associate Professor*.

1. General Chemistry.

Required of freshmen. Three hours a week for a year. Three hours lecture and recitation a week, and four hours laboratory. Lectures: Sec. (a) Tuesday, Thursday, Saturday, 9; Sec. (b) Wednesday, Friday, 10, Saturday, 11. Laboratory: Sec. (a) Tuesday, Wednesday, 1:30-3:30; Sec. (b) Tuesday, Wednesday, 3:30-5:30; Sec. (c) Thursday, 10-12, Friday, 1:30-3:30.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of Chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

The laboratory exercises are devoted to the preparation and study of certain important elements and compounds.

Laboratory fee, \$5.

TEXT.—Newell, *Inorganic Chemistry for Colleges*.

2. Organic Chemistry.

Required of sophomores in the B.S. course. Open to other students who have completed Chemistry 1. Three hours a week for a year. Lectures: Wednesday, Friday, 9, and Saturday, 1:30. Laboratory: Sec. (a), Wednesday, 11-1, Thursday, 1:30-3:30; Sec. (b), Thursday, 3:30-5:30, Friday, 11-1.

The lectures are taken up with the study of the hydrocarbons and their derivatives, including such substances as are of interest and importance, as ether, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, etc. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

*Died May 3, 1919.

3. Quantitative Analysis.

Open to students who have completed Chemistry 1 and 2.
Six hours of laboratory work a week for a year. Elective in the A.B. and B.S. courses, two hours credit.

The year is devoted to the study of standard gravimetric and volumetric methods of estimating and common bases and acids.

4. Applied Chemistry.

Open to students who have completed Chemistry 1 and 2.
Two hours a week for fall semester. Elective in the A.B. and B.S. courses, one hour credit.

This is an introduction to the study of commercial methods of manufacturing chemical products, the sources of raw materials, and the equipment required.

5. History of Chemistry.

Open to students who have completed Chemistry 1 and 2.
Two hours a week for spring semester. Elective in the A.B. and B.S. courses, one hour credit.

This course is intended to give a general view of the development of the science of Chemistry, together with brief biographical sketches of the leading workers in this field of study.

IV. English

ELIZABETH AVERY COLTON, *Professor.*

MARY SUSAN STEELE, *Instructor.*

MARY LYNCH JOHNSON, *Instructor.*

....., *Instructor.*

English Composition

1. Introductory Course.

Required of freshmen. Three hours a week for a year.
Tuesday, Thursday, Saturday, 9, 10, 12, 1:30.

First semester:

Exposition—special stress on structure. Weekly themes and conferences.

Second semester:

Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes and conferences.

TEXT.—Slater, *Freshman Rhetoric*.

Masterpieces studied as models of structure and style: Palmer, *Self-Cultivation in English*; Ruskin, *Crown of Wild Olive*; Stevenson, *Memories and Portraits*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; Palgrave, *Golden Treasury*.

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements, page 33.)

2. Intermediate Course in Expository Writing.

Required of all juniors who need special drill in structure. One hour a week for the first semester. Friday, 9.

3. Description and Narration.

Required of all juniors who are not taking course 2. One hour a week for the first semester, Wednesday 9.

4. Advanced Exposition.

Required of all juniors. One hour a week for the second semester. Friday, 9.

English Literature

1. Outline History of English Literature.

Required of sophomores. Three hours a week for a year. Sec. (a) Tuesday, Thursday, Saturday, 9; Sec. (b) Tuesday, Thursday Saturday, 1:30.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.
Wednesday, Friday, 1:30, Saturday 12.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays are read in chronological order; several are studied closely.

*3. [English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year.
Tuesday, Thursday, Saturday, 1:30.

Careful study of Wordsworth, Shelley, Keats, Tennyson, and Browning; selections from Coleridge, Byron, Scott, Landor, Arnold, Rossetti, Morris and Swinburne.]

V. French

CATHERINE ALLEN, *Professor.*
BEATRICE MARY TEAGUE, *Instructor.*

1. Elementary French.

A course for those who do not offer French for entrance. This course is the equivalent of two years elementary French, and prepares for course 2. Four hours a week for a year.
Tuesday, Wednesday, Thursday, Saturday 12, and 1:30.

Careful drill in phonetics, and practice in easy conversational idioms. A thorough knowledge of the rudiments of grammar, including the essentials of syntax with the mastery of twenty-five of the more common irregular verbs. The reading with care of 250 to 300 duodecimo pages of graduated texts. The ability to write from dictation easy French sentences.

Fraser and Squair's *French Grammar* and Bruce's *Grammaire Française* are recommended as standard grammars. The texts suggested for reading are:

*Alternates with course 2; not given in 1919-1920.

Walter Ballard, *Beginner's French*; Meras et Roth, *Petits Contes de France*; or Guerber, *Contes et Légendes*; Mairret, *La Tâche du Petit Pierre*; Malot, *Sans Famille*; Labiche et Martin, *Le Voyage de Monsieur Perrichon*; Josselyn et Talbot, *Elementary Reader of French History*, or their equivalents.

2. Intermediate French.

Open to students who offer one unit of French for entrance, and counts one unit toward entrance or three hours toward a degree. Three hours a week for a year. Tuesday, Thursday, Saturday, 9, 11; Tuesday, Wednesday, Friday, 10.

Advanced grammar and composition, conversation, character sketches, sight reading, and dictation.

Bruce's *Grammaire Française* or Fraser and Squair, Part II; François, *French Prose Composition*; Sandeau, *Madame de la Seiglière*; or Augier, *Le Gendre de Monsieur Poirier*; Lamartine, *La Revolution Française*; Hugo, *Les Misérables* (abridged), or Dumas, *Le Comte de Monte Christo*; Loti, *Le Pêcheur d'Islande*; Pattou, *Causeries*.

3. French Prose of the Nineteenth Century.

Open to those who have completed French 2 or who offer two units of French for entrance. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Novelists and dramatists. The works of George Sand, Daudet, France, Loti, Balzac, Bourget, and Zola will be studied. Reading of representative dramas of Hugo, Augier, Dumas fils, and Rostand. General survey of the history of French literature with especial stress upon the eighteenth and nineteenth century literature.

4. Classic Drama of the Seventeenth Century.

Open to those who have completed course 3. Three hours a week for a year. Wednesday, Friday, 9, Thursday, 10. Lectures are given on the earlier French drama and the institutions which have determined the evolution of the classic drama.

Corneille is studied in the *Cid*, *Horace*, *Polyeucte*; Racine in *Andromaque*, *Athalie*; Molière in *Les Précieuses Ridicules*, *Tartuffe* or *Le Misanthrope*, *L'Avare*, *Le Bourgeois Gentilhomme*.

5. French Poetry of the Nineteenth Century.

Open to those who have completed course 4.

Three hours a week for a year. Hours of recitation to be arranged.

First semester: A rapid survey of poetry from the end of the classical period to contemporary poets.

A study is made of the poetry of Lamartine, Hugo, de Vigny, de Musset, Gautier, and later poets.

Second semester: French composition and conversation.

This course is planned to meet the difficulties of those intending to teach French, and to render their work more effective. Open primarily to seniors who are taking major work in French.

French Club.

This work will comprise oral and written reports, reviews and discussions of important magazine articles, current events, the singing of national songs, reading and conversation all in French. The object of this club is to supplement the work of the class room, and to give to the students a better knowledge of the France of today and of French institutions. No credit is allowed for this course.

VI. German

CATHERINE ALLEN, *Professor.*

....., *Instructor.*

1. Elementary German.

A course for those who do not offer German for entrance.

This course is the equivalent of two years elementary German and prepares for course 2. Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 10.

Oral and written composition. Reading, reproduction, drill on idioms, and conversation based on text of modern prose works selected from the following:

- Storm, *Immensee*; Zschokke, *Der Zerbrochene Krug*; Wilhelmi, *Einer muss heiraten*; Benedix, *Eigensinn*; Heyse, *L'Arrabiata*; poems.

Thomas, *Practical German Grammar.*

2. Intermediate German.

Open to students who offer one unit of German for entrance, and counts one unit toward entrance or three hours toward a degree. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

Paul V. Bacon, *German Grammar*, last thirty-six lessons. Oral and written exercises; reading selected from the following texts:

Storm, *Immensee*; Heyse, *Das Mädchen von Treppi*; Moscher, *Willkommen in Deutschland*; Grimm, *Die sieben Reisen Sinbads*; Andersen, *Bilderbuch ohne Bilder*; Heyse, *L'Arrabiata*; Hillern, *Höher als die Kirche*.

3. German.

For those who have completed German 2 or offer two entrance units in German. Three hours a week for a year. Tuesday, Thursday, Friday, 2:30.

Thomas, *Grammar and Composition*; translation; sight reading; texts for reading and study selected from the following:

Storm, *Pole Poppenspüler*; Schiller, *Wilhelm Tell*, *Maria Stuart*; Zu Putlitz, *Vergissmeinnicht*; Allen, *Vier Deutsche Lustspiele*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*.

4. German.

For those who have completed German 3. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

Grammar and Composition; texts for reading and study to be selected from the following:

Goethe, *Hermann und Dorothea*, *Iphigenie*; Lessing, *Minna von Barnhelm*, *Emilia Galotti*; Scheffel, *Der Trompeter von Säckingen*; Heine, *Die Harzreise*. Oral and written abstracts from portions of texts read.

5. German.

For those who have completed German 4. Three hours a week for a year. Hours of recitation to be arranged.

First semester:

A brief outline of German literature. To give a general historical and mythological background of German literature, selections from the following: *Klenzes Gedichte*; Wagner, *Der Ring der Nibelungen*; Goethe, *Dichtung und Wahrheit*.

Second semester:

Schiller, *Selected Poems*; Lessing, *Nathan der Weise*; Goethe, *Faust*, Part I.

Students will be required to read out of class: Rolleston, *Life of Lessing*; Sime, *Life of Goethe*; Nevinson, *Life of Schiller*.

VII. History and Economics

GERTRUDE R. B. RICHARDS, *Professor*.

History

1. European History.

Required of A.B. and B.S. sophomores. Three hours a week for a year. Tuesday, Thursday, Saturday, 9 and 10.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English Composition 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; McMurry, *How to Study*; *Current Events*; *Directions for Written Work in History*.

2. English History.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

First semester: England from the earliest historic times through the Revolution of 1688-1689.

Second semester: From William and Mary to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work.

TEXTS REQUIRED.—Trenholme, *An Outline of English History; Current Events; Directions for Written Work in History.*

3. Colonial and United States History to 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year. Wednesday, Friday, 11, and a third hour at the pleasure of the professor.

As the students have unusual opportunities for study at the state library, much of the work of the class is done there.

TEXTS REQUIRED.—Channing, Hart, and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events; Directions for Written Work in History.*

*[4. History of the United States since 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year. Tuesday, Thursday, 11, and a third hour at the pleasure of the professor.

TEXTS REQUIRED.—Channing, Hart, and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events; Directions for Written Work in History.*]

5. Contemporary History.

Open to juniors and seniors. One hour a week for a year. Hour of recitation to be arranged.

6. History.

Required of freshmen in Music. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

The aim of this course is to give a general view of the political, religious, and social history of Europe with emphasis on the conditions that especially affected the arts. It is designed to serve as a background for the courses in the History of Music.

This course may not be substituted by other students for History 1.

*Not given in 1919-1920. History 3 and 4 are usually given in alternate years.

Economics

1. Principles of Economics.

Required of B.S. juniors and open to A.B. juniors and seniors. Three hours a week for a year. Wednesday, Friday, 12, and Saturday, 10.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the labor movement, monopolies, railroads, trusts, taxation, and economic reform.

TEXTS REQUIRED.—Seager, *Principles of Economics*; *Current Events*; *Directions for Written Work in History*.

VIII.* Home Economics

JOSEPHINE SCHIFFER, *Professor*.

Cooking

1. Cooking.

Required of sophomores in the B.S. course. Open to other college students. One lecture and two laboratory periods (one of three and one of two hours) each week throughout the year. Three hours credit. Lecture, Tuesday, 11.

The aim of this course is to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and to develop skill in the technic of cookery. Food composition and combinations are studied in connection with the planning, preparation, and serving of typical meals. Special attention is given to the balancing of foods, the cost, and the various conditions affecting food questions.

2. Cooking.

Required of seniors in the B.S. course. Open to other students who have completed Cooking 1 and Chemistry 2. One

*Maximum credit allowed toward A.B. degree is six hours.

lecture and one laboratory period of three hours a week the second semester. Five hours of work a week outside of class is required. One and one-half hours credit. Lecture, Friday 12.

This course is the summation of the principles studied in Cooking 1 and Dietetics with the emphasis on the application of the principles of food requirements to invalid diet.

3. Dietetics.

Required of seniors in the B.S. course. Open to other students who have completed Cooking 1 and Chemistry 2. Three hours a week for the first semester. One and one-half hours credit. Tuesday, Thursday, Saturday, 1:30.

The aim of this course is to give a knowledge of the nutritive requirements of the body in health, disease, and under varying conditions of environment, age, occupation, etc. Special attention is given to the study of a few pathological conditions especially affected by diet.

4. Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in other courses. Two hours a week for a year. Wednesday, Friday, 10.

The aim of this course is the application of scientific principles to the problems of the modern home maker. The apportionment of time and income, the efficient organization and the history of the family, and its economic and social relationships are discussed.

Sewing

1. Sewing.

Open to juniors and seniors. Two laboratory periods of two hours each a week throughout the year. No credit is allowed for this course.

This course includes instruction and practice in plain hand and machine sewing, the study of textiles, and the use of commercial patterns.

IX. Latin

*HELEN HULL LAW, *Professor*.

MAY EVA ALLEN, *Acting Professor*.

0. Latin. Virgil; Latin Prose Composition.

This course is designed for those who offer only three units in Latin for entrance and counts three hours toward a degree.

a. Virgil, *Æneid*. Three hours a week for a year. Tuesday, Wednesday, Thursday, 11.

Virgil's life and works; translation; Latin hexameter.

b. Latin Prose Composition. One hour a week for a year. Saturday, 11.

TEXT.—Bars, *Writing Latin II*.

1. Livy, Horace; Latin Prose Composition.

Required of candidates for the A.B. degree. Open to those who offer four units of Latin for entrance.

a. Livy, two hours a week for the first semester.

Sec. *a.* Wednesday, Friday, 9.

Sec. *b.* Tuesday, Thursday, 10.

Selections from Books XXI and XXII (Westcott); study of Livy's style and Livy as a historian.

b. Horace, two hours a week for the second semester.

Selections from the *Odes* and *Epodes* (Smith); History of the Augustan age; the life and personality of Horace; metres and literary style.

c. Latin Prose Composition one hour a week for a year. Saturday, 2:30.

Prepared and sight exercises. Gildersleeve-Lodge, *Latin Composition*.

2. Cicero; Latin Poets.

Open to those who have completed Latin 1. Two hours a week for a year. Thursday, Saturday, 12.

a. Cicero, *Letters* selected to show personality of Cicero and the life of the times; *De Amicitia*; Cicero's views concerning friendship compared with those of modern writers.

*On leave of absence.

b. Latin poetry; selections from the poems of Catullus, Tibullus, Propertius, and Ovid; style, metres, development of the Roman elegy; Alexandrian school of poetry.

3. Tacitus, Pliny, Horace.

Open to juniors and seniors. Two hours a week for a year.
Wednesday, Friday, 12.

a. Tacitus, *Agricola* and *Germania*; Tacitus as a historian; study of his style.

b. Pliny, *Letters* (sight reading); Roman life as portrayed by Pliny.

c. Horace, *Satires* and *Epistles*; Horace, the man, the satirist, the philosopher, the literary critic.

4. Roman Private Life. Outline History of Latin Literature.

Open to all who have completed Latin 1. One hour a week throughout the year. Friday, 11. Lectures and assigned reading.

*[5. Latin Prose Composition.

One hour a week throughout the year.

Advanced prose composition and study of the principles of Latin syntax; methods of teaching Latin in secondary schools. Designed especially for those expecting to teach.]

†[6. Latin Comedy; Virgil.

Open to juniors and seniors. Two hours a week for a year.
Wednesday, Friday, 12.

a. Latin comedy; selected plays of Terence and Plautus; Roman theatrical antiquities; origin and development of Latin comedy.

b. Virgil, *Eclogues*, *Georgics*, and *Æneid*, Books VII-XII. Virgil as the great national poet; his influence on later literature.]

*Latin 4 and 5 are given in alternate years. Latin 5 will not be given in 1919-1920.

†Latin 3 and 6 are given in alternate years. Latin 6 will not be given in 1919-1920.

X. Mathematics

IDA BARNEY, *Professor.*

1. Solid Geometry, College Algebra, and Plane Trigonometry.

Required of freshmen in the A.B. and B.S. courses; open to other college students. Four hours a week for a year. Tuesday, Wednesday, Thursday, Saturday, 9 and 12.

Solid Geometry, complete.

TEXT.—Slaught and Lennes, *Solid Geometry*.

Advanced Algebra.—This work includes complex numbers, permutations, combinations, determinants, theory of equations, inequalities, and discussion of the binomial theorem for positive integral exponents.

TEXT.—Fite, *College Algebra*.

Plane Trigonometry.—Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Wells, *New Plane Trigonometry*.

2. Analytic Geometry.

Open to students who have completed course 1. Three hours a week for a year. Tuesday, Thursday, Saturday, 10. Plane and (in part) Solid Analytic Geometry.

TEXT.—P. F. Smith and A. S. Gale, *New Analytic Geometry*.

3. Differential and Integral Calculus.

Open to students who have completed course 2. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Townsend and Goodenough, *Essentials of Calculus*.

4. Foundations, Methods, and Problems of Geometry.

Open to students who have completed the Calculus. Three hours a week for a year. Hours of recitation to be arranged.

The course will include both practical and theoretical work; famous problems of antiquity; methods for attacking Euclidean

problems; geometrography; and occasional lectures on the history of Mathematics. American, French, and German texts.

XI. Philosophy and Education

LEMUEL ELMER McMILLAN FREEMAN, *Professor*.

Philosophy

1. Psychology.

Required of juniors in the A.B. and in the B.S. courses. Open to other juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

This course is intended as a general introduction to Psychology. The principal phenomena connected with human consciousness are considered. Their functional importance is emphasized; and some attention is given to means of developing the mind for efficiency.

TEXT.—Pillsbury, *The Fundamentals of Psychology*.

*2. [Ethics.

Required of juniors in the A.B. and in the B.S. courses who do not take Sociology. Three hours a week for the second semester.

This course alternates with Sociology, and may be elected by students who take Sociology as a required subject. Historic types of morality are investigated. The general lines of moral development are noted. Representative ethical theories are examined. Present-day moral standards are investigated with a view to discovering the modifications demanded by changing social conditions.

TEXT.—Dewey and Tufts, *Ethics*.]

3. Sociology.

Required of juniors in the A.B. and in the B.S. courses who do not take Ethics. Three hours a week for the second semester.

This course alternates with Ethics, and may be elected by students who take Ethics as a required subject. The development of social

*Not given in 1919-1920.

life is traced from its origin in primitive times to its present status in a democracy. Attention is then given to some of the most important social problems and the proposed methods of social reform.

TEXT.—Dealey, *Sociology*.

Education

All who wish any form of high school certificate must take at least six semester hours of Education, and the twelve lessons in Public School Law.

1. Educational Psychology and Child Study.

Open to seniors and to juniors who are taking Philosophy I. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 9.

In this course the principles of Psychology that apply to Education are studied so as to show how teaching may be adapted to mental laws. The course also includes a study of the physical, mental and moral development of children.

TEXTS.—Sully, *The Teacher's Handbook of Psychology*; Kirkpatrick, *The Fundamentals of Child Study*.

2. The Principles of Education and School and Classroom Management.

Open to seniors and to juniors who have completed Philosophy I. Three hours a week for the second semester.

Such subjects as the aims of education, the preparation of the teacher, lesson assignment, the recitation, attention, interest, discipline, the school playground, school equipment, school library, and the teacher's relation to the community are studied. Students may have the privilege of visiting the various schools of the city and observing the work of experienced teachers.

TEXTS.—Bagley, *Classroom Management*; Colgrove, *The Teacher and the School*.

3. The Public School Law of North Carolina.

Open to all juniors and seniors. Second semester. Tuesday, Thursday, 1:30.

This course consists of twelve lessons to meet the requirements of the State Board of Examiners in this subject for those wishing either

the State High School Principal's or the High School Assistant's Certificate. It will be given the first six weeks of the second semester and be followed by an examination. This work is required for those wishing the above certificates, but does not count toward any college diploma or degree.

TEXT.—*The Public School Law of North Carolina.*

XII. Physics

J. G. BOOMHOUR, *Professor.*

1. General Physics.

Required of juniors in the B.S. course. Elective for other college students. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures, Wednesday, Friday, Saturday, 11.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on Mechanics, Sound, Light, Heat, Magnetism, and Electricity. Special attention is given to the explanation of the phenomena of everyday life.

TEXT.—Black and Davis, *Practical Physics*. Laboratory Guide: Black, *Laboratory Manual in Physics*.

2. Advanced Physics.

Open to juniors and seniors. Three hours a week for a year.

A more advanced course in Physics arranged for those who are majoring in science. Particular attention is paid to Mechanics, Heat, Light, Electricity, and Magnetism, and their varied uses in the home and for commercial purposes.

School of Art

School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF FINE AND APPLIED ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

ANNE STEPHENS NOBLE, *Instructor in China Painting.*

STUDENT CHOWAN COLLEGE; MRS. E. N. MARTIN, WASHINGTON, D. C.; MISS MASON, NEW YORK CITY.

The Art Department is accommodated in a large studio on the fourth floor of Main Building. It is furnished with casts and such artistic material as is necessary for the work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way. A club, which meets once in two weeks, gives the students an opportunity to know what is being done in the world of art at the present time.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

Admission and Conditions

For full admission to the freshman class a candidate must offer fourteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 32-42. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for a diploma in Art must offer:

English	3 units
French }	2 units
or	
German }	
or	
Latin	3 units
Elective.....	8 or 9 units
<hr/>	
Total.....	14 units

A freshman may be conditioned to the extent of two units. These conditions must be removed by the end of the sophomore year at the regular periods set for removing conditions and deficiencies.

Sophomores, juniors, and seniors may be conditioned to the extent of three hours. A student who is conditioned in her studio work may not be classed as a senior.

Requirements for Graduation

The regular course in the School of Art will cover four years. Graduation in the school is intended to include a trip to the northern cities for the purpose of studying the collections of art to be found there.

Students who have satisfactorily completed the course in the School of Art, and who have also completed thirty-one hours of literary work in addition to the fourteen units offered for entrance, will be entitled to a Diploma of Graduation in the School of Art.

Outline of Course for Diploma in Art

Freshman Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Freehand drawing in charcoal from geometrical solids, vases, fruits, foliage, and flowers	--	14	
Color analysis and values			
Flat washes in watercolor			
Modeling in clay			
Perspective in pencil drawings and pastel			
*English Composition 1	3	9	(57)
†Latin 0	3	9	(67)
or			
†French 3			(60)
or	3	9	(62)
†German 3			
*Electives	5	15	
Total hours of work each week, including preparation	--	47	

Sophomore Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Elementary antique	--	18	
Still life painting			
Original designing			
Outdoor sketching			
Perspective			
Composition			
*English Literature 1	3	9	(58)
*History 1	3	9	(63)
*Electives	3	9	
Total hours of work each week, including preparation	--	45	

*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Students will continue the foreign language offered for entrance.

Junior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Advanced antique.....	--	20	
Still life painting.....			
Illustration and composition.....			
Advanced modeling.....			
Life drawing.....			
Landscape painting.....			
*Art History 1.....	2	6	(79)
*Physiology (1st semester).....	1½	4½	(54)
*Electives.....	4½	13½	
Total hours of work each week,		—	
including preparation.....	--	44	

Senior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Painting from still life in oil, water- color and pastel.....	--	20	
Painting from the head and draped life model.....			
Landscape painting in all mediums.....			
Applied design.....			
Original compositions; normal work.....			
*Art History 2.....	1	3	(79)
†*Electives.....	7	21	
Total hours of work each week,		—	
including preparation.....	--	44	

*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Those expecting to teach are advised to elect Education 2.

DEPARTMENT OF CHINA PAINTING

MISS NOBLE.

First year: Elements of ornamentation, principles of porcelain decoration, study of technique.

Second year: Enamels, lustres, and application of original designs.

HISTORY OF ART

1. History of Art.

Required of juniors. Elective for A.B. and B.S. students. Prerequisite, English Composition 1. Two hours a week for a year. Wednesday, Friday, 1:30.

First semester: Architecture.

Second semester: Sculpture and Painting.

TEXTS.—De Forrest-Caffin, *History of Art*; Reinach, *Apollo*; collateral reading.

2. Advanced History of Art.

Required of seniors. Elective for A.B. and B.S. students. Prerequisite, History of Art 1. One hour a week for a year. Hour to be arranged.

An intensive study of selected subjects and periods in Art, with lectures, discussions, and special history papers.

Course in Art Education

Two hours a week for a year. Elective for A.B. or B.S. students, and as such counts one hour toward a degree. Wednesday, Friday, 12.

The following course is offered for those who are expecting to teach in the public schools; for those who wish to know something of the theory and practice of design as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

FIRST SEMESTER:

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis, and unity; grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations, and harmony of color; color as to hue, value, intensity, and luminosity; color applied to interior decoration; grade work for third and fourth years; an elective craft; problems.

SECOND SEMESTER:

3. Water-color painting; flowers, fruits, and landscape; an elective craft; grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpiece as related to our present-day problems; an elective craft.

5. Problems for high school work.

School of Music

* Faculty of Music School

DINGLEY BROWN, Mus.D.,

LONDON COLLEGE OF MUSIC, LICENTIATE, AND DOCTOR OF MUSIC; FELLOW SOCIETY
OF SCIENCE AND ARTS, LONDON.

DIRECTOR-PROFESSOR OF PIANO AND ORGAN.

HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. M'KINLEY,
NEW YORK; COTOGNI, ROME; MME. MATZA VON NIESSON STONE, BERLIN;
CLERBOIS, PARIS; VILLANI, MILAN.

PROFESSOR OF VOICE CULTURE.

HARRIET LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON
NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE.

HOPE N. PORTREY,

DIPLOMA OF T.C.L. ASSOCIATED BOARD OF R.A.M. AND R.C.M.; LEIPSIK CONSERV-
ATORY, DIPLOMAS FOR VIOLIN AND PIANO; CERTIFICATE SCHOOL
OF MUSIC, COLUMBIA UNIVERSITY.

PROFESSOR OF VIOLIN.

ISABEL CHASE NICHOLS, A.B.,

MOUNT HOLYOKE COLLEGE, A.B.; PUPIL IN PIANO, HARMONY AND COUNTERPOINT OF
ALBERT M. TUCKER; IN ORGAN AND APPRECIATION OF WILLIAM C.
HAMMOND; IN VOICE AND CHORUS-CONDUCTING OF JULIA
DICKINSON, OF SPRINGFIELD.

INSTRUCTOR IN PIANO

SARAH LAMBERT BLALOCK,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; STUDENT
FAELTEN PIANOFORTE SCHOOL, BOSTON; PUPIL OF
EUGENE HEFFLEY, NEW YORK CITY.

INSTRUCTOR IN PIANO.

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

INSTRUCTOR IN MUSIC PEDAGOGY.

LEILA NOFFSINGER HORN, Mus.B.,

OBERLIN CONSERVATORY OF MUSIC, OBERLIN, OHIO, GRADUATE IN PIANO AND
THEORY; PUPIL IN PIANO OF MRS. MAUDE T. DOOLITTLE; IN
THEORY OF PROF. ARTHUR E. HEACOX; IN ORGAN
OF PROF. J. F. ALDERFER.
INSTRUCTOR IN THEORY.

.....

INSTRUCTOR IN VOICE.

(To Be Elected.)

Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work. Since it is generally recognized that in order to have a broad and thorough knowledge of the science and appreciation of music one must also be trained along other lines, a literary requirement for entrance and also for graduation is made in addition to the special music and theoretical work.

The school is equipped with thirty-eight upright pianos, three grand pianos, one pedal piano, two organs, and a library of records of standard compositions for use on the pianola, making a thorough equipment for technical and artistic teaching.

Admission to Music Classes

- A. Literary requirements.
- B. Musical and technical requirements.

A. *Literary requirements.*

For full admission to the freshman class a candidate must offer fourteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 32-42. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for a diploma in music must offer:

English	3 units
French	}
or	
German	
*Elective	9 units
<hr/>	
Total.....	14 units

*Any required or elective subject allowed for entrance to the A.B. course may be offered (see page 31); also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

B. Musical and technical requirements.

Students are graded in Music according to the quality as well as to the quantity of work done; therefore, on entering they will be classified only tentatively until the value of their entrance Music can be determined. They will be assigned to teachers according to the grade of work which they are capable of doing. Resident students may study only with teachers engaged by the college.

Piano

First Year:

Arm and hand and wrist foundation work; hand and finger action combined with the proper use of the wrist and arm.

Scales: All major and minor scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

Studies suggested: *Duvernoy, *Op. 176*, 2 books; Köhler, *Op. 218* and *Op. 163*; Gurlitt, *Op. 197*; Mrs. Virgil, *Melodious Studies*, 2 books.

Pieces suggested: Dennée, *Petite Valse*; Gurlitt, *The Fair*; Neidlinger, *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song Without Words, Morning Song*; Reinecke, *Evening Peace, Barcarolle, At Sunset, Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance, Cradle Song*.

Second Year:

Scales: Further development of technical work; all major and minor scales, two octaves, one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

Studies suggested: Köhler, *Op. 242* and *Op. 157*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

Sonatina: *Clementi, *Sonatina in C Major No. 1* or its equivalent required.

Pieces suggested: Heller, *L'Avalanche, Curious Story*; Schumann, *Album for the Young*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto, Fairy Story, Hunting Song*.

Third Year:

Scales: Further development of technical work; all major and minor scales, one, two, and four notes to M.M. 60; triads; dominant and diminished seventh arpeggios.

Exercises: Wolff, *Der Kleine Pischna*.

Bach: *First Year Bach*, arranged by Foote.

Studies: *Köhler, *Op. 50*; Foote, *First Year Händel*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; *Brauer, *Op. 15*; Gurlitt, *Op. 146*.

Sonatinas by Diabelli, Clementi, Kuhlau, Bertini, and others.

Pieces suggested: Mayer, *Butterflies*; Tschaikowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino*, *Op. 64*.

Fourth Year:

Scales: Technical work continued; †all scales, major and minor, harmonic, in four octaves, four notes to M.M. 80, parallel motion; all arpeggios.

Exercises: *Wolff, *Der Kleine Pischna*.

Studies suggested: *Duvernoy, *Op. 120*; Bertini, *Op. 100*; Czerny, *Op. 636*; Jensen, *25 Piano Studies*; Heller, *Op. 45* and *Op. 46*; Gurlitt, *Op. 54*.

Bach: *Little Preludes*.

Sonatas or *Sonatinas* suggested (one required); Mozart, *Sonata in C Major*; Beethoven, *Sonata in G Minor*, *Op. 49*; Clementi, *Sonatina in D Major*.

Pieces suggested: Händel, *Courante* (Foote); Heller, *Il Penseroso*; Jensen, *Elfin Dance*; Schytte, *Youth and Joy*; Lack, *Cabaletta*; Chaminade, *Gavotte*; Dennée, *Tarantelle*; Grieg, *Album-leaf in A Major* and *in E Minor*.

Organ

An acquaintance with the piano keyboard and a facility in sight-reading are necessary before beginning organ. Those who contemplate taking work in this department should consult with the dean. Students who take their diploma in Organ must do three years of work in this department after having completed and been examined on the freshman work in Piano; therefore, the entrance requirements are the same as those for Piano. See page 86.

Violin

First Year:

Correct position of violin and bow; a theoretical and practical knowledge of the first position; all major and minor scales in one octave; various rhythmical and staccato bowings.

*No student will be admitted to the freshman music class unless she can play faultlessly all major and minor scales.

Books suggested: Hersey, *Modern Violin Method*; de Bériot, *Violin Method*; Lamoureux, *Violin Method*.

Etudes suggested: Wohlfahrt, *Etudes*; Samie, *Etudes Mignonnes*; St. George, *30 Short Etudes*; Dancla, *One Octave Exercises*.

Pieces suggested: Short pieces by Jean Conte, Bloch, Gustave Stube, Lange, and others.

Second Year:

Theoretical and practical knowledge of all the positions; all major and minor scales in two octaves; staccato and saltato bowings.

Books suggested: Hrimaly, *Scale Studies*.

Etudes suggested: Kayser, *36 Etudes*; Meerts, *Elementary Studies*.

Concertos suggested: Seitz, *Pupil's Concertos, G Major, No. 2*.

Pieces by Hermann, Bohm, Dancla, Hollander, and others.

In addition to the entrance requirements in Violin, freshmen are required to offer in Piano the same entrance work as those majoring in Piano.

Voice

Students wishing to take their diploma in Voice must offer the same entrance work in Piano as those majoring in Piano. The Voice work of students who cannot meet the entrance requirements will be rated as preparatory.

Theory

A knowledge of notation; the formation of major and minor scales, and of major and minor triads; relative keys, simple time; tonality; and intonation.

Conditioned Students

A freshman may be conditioned to the extent of two units, but only a slight condition will be allowed in the department in which she majors.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in the department in which she majors.

Irregular Students

Music students may be admitted as irregulars under the conditions laid down in either A or B. If in residence, they are required to take fifteen hours a week.

A. Those who cannot meet the entrance requirements in practical Music, but who offer fourteen entrance units, including three in English and two in French or German, may be classed as irregular students in Music. They may be conditioned to the extent of two units.

B. Those who are at least twenty years of age and give proof of adequate preparation for the courses sought may be classed as irregular students in Music.

Requirements for Graduation

To be entitled to a diploma from the School of Music, the student, in addition to the fourteen units offered for entrance, must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, the required theoretical and literary courses, the required number of electives (see courses outlined, pages 92-93, for Diploma in Music), and must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Organ, Violin, and Voice must have completed and been examined on the sophomore work in Piano.

Each music student is required to take approximately forty-five hours of work a week. This is the equivalent of the number of hours assigned the students in the A.B. and B.S. courses, where it is rated as fifteen hours of recitation and thirty hours of preparation. No student may take more than forty-eight hours of work a week, except by action of the academic council. A senior is not required to take more than the number of hours necessary to obtain her diploma.

During the regular examination week at the end of the second semester all students studying in the School of Music, ex-

cept mature nonresident students registered for music only, will take an examination before the college Music teachers. Those taking Preparatory Music will have an examination before the instructors in that department, and the director.

At the end of the first semester, examinations will be given to such students as apply for them, and to those who, in the opinion of the teacher and director, should take them.

Public School Music

In order to meet the demand for well-equipped public school music supervisors, Meredith College offers a four year course leading to a diploma in this subject, the first two years of which are the same as for the regular music course. See page 92.

The aim of this course is to train the student in subject-matter, to bring her to an appreciation of the general conditions to be found in the schoolroom, and to prepare her to meet, in an efficient manner, the supervisor's problems from the primary grades through the high school.

Students' Recitals

Students' recitals are held every Thursday at five o'clock. All music students are required to attend, and to take part in them when requested to do so by their teachers.

Freshmen and sophomores in all departments will appear in recital at least once each semester. However, freshmen in Voice may be excused the first semester at the discretion of the instructor. Juniors will be heard twice each semester; seniors, at the discretion of their major professors. Preparatory students and college students not majoring in Music will be required to appear once a year. Each number on the programs will include a study or an exercise.

Only graduates and unconditioned seniors may give individual recitals. Those completing merely the work in Piano,

Voice, Organ, or Violin, but who have not taken the theoretical and literary work outlined in the course of study leading to a Diploma in Music, may appear in college programs only in groups of three as advanced students.

All students' recitals are under the supervision of the director, who will arrange the programs with the teachers whose students are to take part in them.

Concerts

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students are expected to attend all concerts given under the auspices of the college.

Recitals, which are free to all students, are given at intervals during the session by members of the Music faculty.

Music Supplies

Music students are expected to deposit a sum of money at the beginning of the session, sufficient to pay for music supplies used. College students should deposit \$5; preparatory students, \$2.50. Music supplies will be under the direction of the college, and may be got from the secretary at her office hours. No music will be charged to students.

Outline of Course for Diploma in School of Music

Freshman Year

Subjects	Credit Hours	Total Hours	Page
*English Composition 1.....	3	9	(57)
*European History 6.....	3	9	(64)
*French 2 or German 2.....	3	9	(60)
*Theory 1.....	1	4	(95)
Recitals.....		1	(90)
Two half-hour music lessons each week..		1	
††Practice.....		15	
Total hours for work each week, including preparation.....		— 48	

Sophomore Year

Subjects	Credit Hours	Total Hours	Page
*English Literature 1.....	3	9	(58)
*French 3 or German 3.....	3	9	(60)
*Harmony 2.....	2	6	(96)
*Music History 1.....	3	9	(97)
Recitals.....		1	(90)
Two half-hour music lessons each week..		1	
††Practice.....		12½ to 15	
Total hours of work each week, including preparation.....		— 47½ to 50	

*Each hour of recitation is supposed to require two hours of preparation.

†Students majoring in Organ practice one to two hours daily; the rest of their practice hours are in Piano.

††Freshmen and sophomores in Voice practice only one or two hours daily in this subject; the remainder of their practice hours are in Piano, the freshman work of which is to be completed by the end of the sophomore year.

Junior Year

Subjects	Credit Hours	Total Hours	Page
Harmony 2.....	2	6	(96)
Analysis 1.....	2	6	(97)
*Electives.....	3	9	
Ensemble.....		1	(99)
Recitals.....		1	(90)
Two half-hour music lessons each week..		1	
††Practice.....		20	
Total hours of work each week, including preparation.....		—	44

Senior Year

Subjects	Credit Hours	Total Hours	Page
*Counterpoint.....	2	6	(96)
Music Pedagogy 1.....	2	6	(98)
*Electives.....	3	9	
Chamber Music.....		1	(99)
Interpretation.....		1	(99)
Recitals.....		1	(90)
Two half-hour music lessons each week..		1	
††Practice.....		20	
Total hours of work each week, including preparation.....		—	45

*Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education.

†Students majoring in Organ practice two hours daily; the rest of their practice hours are in Piano.

‡Juniors and seniors majoring in Voice practice two hours daily. The other hours are made up in sophomore Piano.

SCHEDULE OF RECITATIONS, SCHOOL OF MUSIC

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00	Theory 1 (a)	Methods 1	Theory 1 (a)	Methods 1	Theory 1 (a)
10:00	French 2 English Comp. 1	Harmony 1 Pedagogy 1	French 2 English Comp. 1	Harmony 1 Pedagogy 1	French 2 English Comp. 1
11:00		Harmony 2	Interpretation	Harmony 2	
12:00	European History 6 Music History 1 French 3	Counterpoint	European History 6 Music History 1 French 3	Counterpoint	European History 6 Music History 1 French 3
1:30	Theory 1 (b) English Lit. 1 German 2	Analysis	Theory 1 (b) English Lit. 1 German 2	Analysis	Theory 1 (b) English Lit. 1 German 2
2:30	German 3		German 3	German 3	
3:30			Choir Rehearsal		
5:00	Ensemble		Recital		
7:45		Chamber Music			

*Theoretical Department

DINGLEY BROWN, *Professor.*

HOPE N. PORTREY, *Professor.*

ISABEL CHASE NICHOLS, *Instructor.*

MRS. WILLIAM JASPER FERRELL, *Instructor.*

Theory

1. Theory and Sightsinging (Solfeggio).

Required of freshmen. Three hours of class work and one hour of preparation a week. One credit hour. Tuesday, Thursday, Saturday, 9:00 and 1:30.

Notation; the composition of all intervals; the formation of major and minor and chromatic scales; simple and compound time; rhythm, ancient, natural, and artificial; musical terminology; elements of acoustics.

Practical Work:

First semester: Notation and accent (natural and artificial); rhythm; tempo; the composition of diminished and augmented intervals; diatonic and chromatic scales; modulation; clefs; music terminology; acoustics.

Recognition by ear and production by voice of all diatonic and chromatic intervals, of major and minor triads and their inversions, and of the chord of the dominant seventh, melody written in simple and compound time; sightsinging exercises including the above; dictation exercises similar to the sightsinging exercises.

Second semester: Recognition by ear and production by voice of all secondary and diminished seventh and ninth chords, and of all irregular and syncopated rhythms; sightsinging exercises including the above, also distant and enharmonic modulations; dictation exercises similar to the sightsinging exercises; transposition of exercises in all major and minor keys.

*Maximum credit allowed toward the A.B. or B.S. degree is six hours.

Harmony

1. Harmony.

Required of sophomores. Elective for A.B. and B.S. students.

Two hours a week for a year. Wednesday, Friday, 10.

First semester: Triads and their inversions in four-part harmony (open); dominant seventh chords; cadences, both written and played; first species of modulation; the harmonizing of simple basses and sopranos both by writing and at the keyboard.

Second semester: Secondary seventh and ninth chords; second species of modulation; passing tones; the harmonization both written and at the keyboard of figured and unfigured basses; accompaniments to easy melodies, original work in form of hymn-tunes and easy instrumental pieces.

2. Advanced Harmony.

Required of juniors. Elective for A.B. and B.S. students.

Two hours a week for a year. Wednesday, Friday, 11.

Altered chords; suspensions; chromatic and enharmonic harmonies; distant and enharmonic modulations; harmonization by writing and at the keyboard of difficult basses and sopranos; the accompanying at sight of easy melodies with no given bass; original composition.

3. Counterpoint, Canon, Fugue.

Required of seniors. Two hours a week for a year. Wednesday, Friday, 12.

(a) Counterpoint. Two hours a week for the first semester. Simple counterpoint in the five species; harmonization at the keyboard of Bach's figured chorales; two-, three-, and four-part writing; double counterpoint.

(b) Canon and Fugue. Two hours a week for the second semester. Elements of imitation; five- to eight-part writing; writing of simple and double canons; analysis of Bach's *Welltempered Clavichord*; writing in eight and sixteen parts for two choirs.

TEXTS.—Bridge, *Counterpoint*; Higgs, *Fugue*.

Analysis

1. Musical Form and Analysis.

Required of juniors. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Friday, 1.30.

Elements of musical form from the motive and primary to the analysis of important types of classic and modern music with special reference to the sonata as the type of the perfect form.

Composition

*1. Composition.

Elective for juniors and seniors. One hour a week for a year.

Original piano composition in the forms of the classic period; Minuet, Gavotte, Bourrée, Rondo, Sonatina, Sonata; writing of songs, anthems, and other vocal compositions.

*2. Instrumentation.

Open to students who have completed Composition 1. One hour a week for a year.

A thorough and practical study of all the instruments of the modern orchestra; the reading of orchestral scores; transposition at sight of any phrase into the key and setting (clef) needed for any given instrument; arranging of piano compositions for (a) string orchestra, (b) full orchestra, (c) for choral use; the arranging of orchestral scores for piano for two hands, four hands, and eight hands.

History of Music

1. History of Music.

Required of sophomores. Elective for A.B. and B.S. students. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

A detailed and intensive study of the history of Music from primitive times to the present time with the background of political and social history.

*Not given in 1919-1920.

This course may not be taken until English Composition 1 and History 6 have been completed.

TEXT.—Waldo Pratt, *History of Music*.

*2. Advanced History of Music.

Open to Music seniors. One hour a week for a year.

A critical analysis of instrumental and vocal masterpieces of all periods, with special attention to orchestral and choral works.

Music Pedagogy

1. Music Pedagogy.

Required of seniors. Two hours a week for a year. Wednesday, Friday, 10.

Methods of teaching children the elements of theory, notation, rhythm, major and minor scales and triads, dominant sevenths, diminished sevenths, elementary piano technic. A study of teaching material for children. One hour a week for a year.

Lectures on general aspects of instrumental and vocal teaching of students of all ages; a study of teaching material; means and methods of correcting mistakes in technic, rhythm, and phrasing. For this work, students will be divided into groups according to the department in which they do their major work. One hour a week for a year.

Public School Music Methods

1. Public School Methods.

Required of juniors in Public School Music. Elective for other students, and as such counts one hour toward a degree. Two hours a week for a year. Wednesday, Friday, 9.

Problems and methods of music instruction in the grades and in the high school; beating time; sight-reading; individual and part singing; rote songs; how to conduct the music period; formation and conducting of school choruses and orchestras; the necessity for music study in public schools; supervision; relation of supervisor to other teachers, the superintendent, and to the community.

*Not given in 1919-1920.

Ensemble Playing

1. Ensemble.

Required of juniors, One hour a week for a year. Tuesday, 5 p. m.

Four- and eight-hand arrangements of the simpler overtures and symphonies of the classical masters, with the addition of stringed instruments, are studied. Ensemble is valuable in that it cultivates self-control, proficiency in sight-reading, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

2. Chamber Music.

One hour a week. Required of seniors. Wednesday, 7:45-9:45 p. m.

One of the chief advantages which a School of Music offers is the opportunity for advanced ensemble playing. The course comprises a practical study of the classic and modern works of Chamber Music from the easy sonatas by Haydn and Mozart to the more advanced forms of Chamber Music, such as trios and quartets by Beethoven, Mendelssohn, Schubert, Brahms, and others.

Classes are organized as follows: (1) Chamber Music for piano and stringed instruments, 1 hour per week; (2) String quartet class, 1 hour per week.

Interpretation Class

1. Interpretation.

Required of seniors. One hour a week for the year. Thursday, 11.

The aim of this class is to enable students to understand and interpret the work of all periods and styles through a knowledge of the æsthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and to his time. Special attention is given to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents and trills. Compositions studied by different members of the class are analyzed, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire.

Chorus and Choir Training

1. Chorus and Choir Training.

Required of Music students with good singing voices, and open to other students with good singing voices. One hour a week for a year. Thursday, 3:30.

The college choir is composed of approximately sixty voices. The best music, consisting of hymns, anthems, and choruses, is studied. The choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons, and on other public occasions.

Department of Pianoforte

DINGLEY BROWN, *Professor*.

HOPE N. PORTREY, *Instructor*.

SARAH LAMBERT BLALOCK, *Instructor*.

ISABEL CHASE NICHOLS, *Instructor*.

1. FRESHMAN.

Scales: Scales in octaves, thirds, sixths, and tenths.

Arpeggios: Major, minor, dominant sevenths, and diminished sevenths.

Exercises: Pischna, *Exercises*.

Etudes: *Czerny, *Op. 299*; Biehl, *12 Melodious Studies*; Bertini, *50 Selected Studies*; Clementi, *Preludes and Exercises*; Czerny, *Opus 553*; *Octave Studies*.

Bach: Bach, J. S., *Two-Part Inventions*.

Sonatas (two required): Haydn, *D Major, E Minor, No. 6 in F*; Mozart, *F Major No. 7*; Clementi, *D Major*; Krause, *D. Major*.

Pieces suggested: Beethoven, *Variations in G*; Mendelssohn, *Songs without Words*; Grieg, *Album Leaves*; Ph. E. Bach, *Sol-fegietto*; and other standard compositions.

2. SOPHOMORE.

Scales: Scales in octaves, thirds, sixths, tenths, and double thirds; technical work continued.

Arpeggios: Arpeggios in four octaves.

Exercises: *Pischna, *Exercises*; Hannon, *Virtuoso School*; octave studies.

Etudes: *Czerny, *Opus 299*, continued; Cramer, *Selected Studies*.

Bach, **Two- and Three-Part Inventions*; French Suites; English Suites.

Sonatas (two required): Mozart No. 15 in D, No. 13 in D Major; Beethoven, *Op. 14*, Nos. 1 and 2, *Op. 2*, No. 1.

Pieces suggested: Rheinberger, *Ballade G Minor*; Schubert, *Impromptus*; Gurlitt, *Capricietto*; Raff, *La Fileuse*; and other pieces by standard composers.

3. JUNIOR.

Scales: Scale work and technical work continued.

Exercises: Hannon, *Virtuoso School*; Kulak, *Octave School*.

Etudes: *Czerny, *Opus. 740*; *Clementi, *Gradus ad Parnassum*.

Bach: **The Welltempered Clavichord*; *Partitas*.

Sonatas (one required): Beethoven, *Op. 10* No. 2, *Op. 26*, *Op. 14*, *Op. 22*; Mozart, *Fantaisie in C Minor*.

Concertos: Bach, *Italian Concerto*; Mozart, *D Minor*.

Pieces suggested: Schumann, *Aufschwung*; Mendelssohn, *Rondo Capriccioso*; and other standard compositions.

Chamber Music (one work from the following): Sonatas for Piano and Violin—Mozart, *E Minor* No. 4, *A Major* No. 1, *D Major* No. 3, *F Major* No. 7, *D Major* No. 1.

4. SENIOR.

Scales: Scales in double thirds and double sixths; technical work continued.

Etudes: Henselt; Chopin.

Bach, **The Welltempered Clavichord*.

Sonatas: Any of Scarlatti; Beethoven, *Op. 13*, 31, 57, and 27 Nos. 1 and 2; Schumann, *G Minor*; Grieg, *G Minor*.

Concertos: Beethoven, *C Minor*, *G Major*; Hummel, *A Minor*, *B Minor*; Weber, *Concertstück*; Mendelssohn, *G Minor*; MacDowell, *A Minor*.

Pieces suggested: Brahms, *Intermezzi*, *Rhapsodies*; Schumann, *Faschingsschwank*; and other standard compositions.

Chamber Music (one work from the following): Sonatas for Piano and Violin—Mozart, Nos. 10 and 12; Beethoven, Nos. 4, 5, and 8; Grieg, *Sonata in F Major* or *C Minor*; Beethoven, *Trio in C Minor*; Mendelssohn, *Trio in D Minor*; Mozart, *Quartette in G Minor*.

5. GRADUATE COURSE.

For those desiring to prepare themselves more fully for teaching, or for piano playing, a course will be arranged. Wide discretion will be exercised in selecting works to be studied.

Department of Organ

DINGLEY BROWN, *Professor*.

1. †FRESHMAN.

Scales in octaves, thirds, sixths, and tenths.

Arpeggios: Major, minor, dominant sevenths, and diminished sevenths.

Exercises: Pischna, *Exercises*.

Etudes: *Czerny, *Op. 299*; Biehl, *12 Melodious Studies*; Bertini, *50 Selected Studies*; Clementi, *Preludes and Exercises*; Czerny, *Opus 553, Octave Studies*.

Bach: Bach, J. S., *Two-part Inventions*.

Sonatas (two required): Haydn, *D Major, E Minor, No. 6 in F*; Mozart, *F Major No. 7*; Clementi, *D Major*; Krause, *D Major*.

Pieces Suggested: Beethoven, *Variations in G*; Mendelssohn, *Songs without Words*; Grieg, *Album Leaves*; Ph. E. Bach, *Solfegietto*; and other standard compositions.

2. †SOPHOMORE.

Pedal technic established; organ touch; Clemmens, *Organ School*, Book 1; Stainer, *Organ School*; Horner, *Pedal Studies*; Whiting, *Pedal Studies for Beginners*.

Bach, Easy Preludes and Fugues, Choral Preludes.

Easier pieces by Guilmant, Batiste, Lemare, Rogers, and others.

3. †JUNIOR.

Studies: Nilson, *Pedal Studies*; Dudley Buck, *Pedal Phrasing Studies*; Bach, *Little Prelude and Fugue, G Minor, Easy Preludes and Fugues*.

†As students who take their diploma in Organ must do three years in the department after having completed the freshman work in Piano, the freshman year will be devoted to Piano, and the regular work in Organ will begin with the sophomore year.

‡As graduates in Organ must have completed and been examined on sophomore Piano, students will continue their piano work after the freshman year, with at least one lesson a week.

Selections from Händel, Rheinberger, Guilmant, Dubois, and other standard composers.

Transposing at sight of hymn tunes; modulation for church use; accompanying sacred songs and anthems.

4. SENIOR.

Bach, *Greater Preludes and Fugues*. Sonatas and other compositions of Händel, Mendelssohn, Rheinberger, Guilmant, Widor, Rogers, Dubois, Saint Saens.

Department of Violin

HOPE N. PORTREY, *Professor*.

1. FRESHMAN.

Scales: Major and minor scales in three octaves; all legato and staccato bowings.

Exercises: Dancla, *Daily Exercises*; Schradieck, *Scale Studies*; Sevcik, *Violin Technic, Books I and II*; exercises and double stops.

Etudes: Kayser, *Etudes, Books II and III*; Mazas, *Etudes Speciales*.

Pieces suggested: Ortmans, *Concerto, D Major*; Sitt, *Student Concertos*; Schubert, *Sonatinas*; Kriens, *Suite*; Accolay, *Concertos*.

2. SOPHOMORE.

Scales: Scales and arpeggios in three octaves; Sitt, *Scale Studies*.

Exercises: Sevcik, *Books II and III*; exercises in thirds.

Etudes: Dont, *24 Etudes*; Léonard, *La Petite Gymnastique*; Wilhelmmy, *Etudes*.

Pieces suggested: Accolay, *Concerto*; Correlli, *Sonatas, Nos. 8 and 10*; de Bériot, *Scène de Ballet*; David, *Romance*; Vieuxtemps, *Trois Morceaux de Salon*; Spohr, *Barcarolle*.

3. JUNIOR.

Scales: Scales in octaves and thirds; technical work continued.

Exercises: Sevcik, *Book IV*; Léonard, *La Grande Gymnastique*; Flesch, *Urstudien*.

Etudes: Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *12 Etudes*.

Sonatas: Nardini, *D Major*; Händel, *A Major, No. 6*; Tartini, *G Minor*.

Pieces suggested: de Bériot, *Concertos, Nos. 9, 8, and 7*; Rode, *Concertos, A Minor No. 7 and E. Minor No. 8*; Vieuxtemps, *Ballade and Polonaise, Romance in F*; Beethoven, *Romanze in F*; and other pieces by standard composers.

Chamber Music: Sonatas for Violin and Piano—Mozart, *E Minor* No. 4, *A Major* No. 1, *D Major* No. 3, *F Major* No. 7; Beethoven, *D Major* No. 1; quartets by Haydn and Mozart.

A violin class meets two hours each week, and juniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticized by the members of the class.

4. SENIOR.

Scales: Scales and technical work continued.

Etudes: Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *24 Etudes*; Gaviniès, *Caprices*; Campagnoli, *Caprices*.

Sonatas: Bach, *G Minor*, *E Major*; Leclair, *Le Tombeau*; Tartini, *Devil's Trill*.

Concertos by Vieuxtemps, Bruch, Mendelssohn, and Spohr; other standard compositions.

Chamber Music: Sonatas for Violin and Piano—Beethoven, Nos. 5 and 7; Mozart, Nos. 10, 11, and 12; Schumann, *A Minor*; Brahms, *D Minor*; trios and quartets by Beethoven, Mendelssohn, Hummel, Rubinstein.

A violin class meets two hours each week, and seniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticized by the members of the class.

5. GRADUATE COURSE.

For those desiring to perfect themselves more fully for concert work or for advanced teaching, a special course will be given. It will include a study of the concertos and greater works of Beethoven, Mendelssohn, Paganini, Bruch, Sinding, Goldmark, Brahms, Tschai-kowsky, Ernst, Lalo, and others.

Department of Voice Culture

HELEN MARIE DAY, *Professor*.

HARRIET LOUISA DAY, *Professor*.

....., *Instructor*.

1. FRESHMAN.

Vocal anatomy; tone placing and formation; development of the chest; breath control; breathing allied with attack; staccato.

Studies: Behnke and Pearce, Vaccai, Abt, Nave.

Songs suggested: Cowan, *Snowflakes*; Gaynor, *Group of Five Songs*; Shelley, *The Arabian Slave*; H. Norris, *Thou art so like a Flower*.

2. SOPHOMORE.

The technical work of the freshman year continued; exercises for equalization of registers.

Studies: Vaccai, Abt, Nave, Vigna, Bordogni, Panofka, Concone.

English and American songs suggested: Huntington Woodman, *An Open Secret*; Whitney Coombs, *An Indian Serenade*; Cadman, *The Shrine*; A. Whiting, *Three Songs*, Op. 21; M. Beach, *A Prelude*.

3. JUNIOR.

Technical work continued; dynamics; the portamento; mordents; trills; cadenzas.

Studies: Concone, Marchesi, Panseron.

Arias from the following oratorios: Händel, *The Messiah*; Mendelssohn, *Elijah*; *from the following operas:* Gluck, *Orpheus and Eurydice*; Gounod, *Faust*; Bizet, *Carmen*; Massenet, *Manon*.

Songs selected from the following: American and English composers, MacDowell, La Forge, Salter, Spross, S. Homer, A. Ware, Van der Stucken, Chadwick, Parsons, Damrosch, Huhn; German composers, Schubert, Schumann, Franz, Lassen, Abt, Mendelssohn; Italian composers, Marchesi, Lamperti, Dell 'Sede, Bordogni, Bordese; French composers, R. Hahn, Massenet, Fauré, Godard, Thomé, Lemaire, Viardot.

4. SENIOR.

Technical work continued.

Selections from the following: Arias from the following oratorios: *The Messiah*, *Samson*, *The Creation*, *Elijah*, *Gallia*, *Stabat Mater* (Rossini), and from classic and modern operas. Songs from modern and classic composers continued.

Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased if Meredith is to carry out the ideals of its founders. Each year the need of additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. As \$200,000 is generally recognized as the *minimum* endowment for a standard college, gifts to increase the endowment fund are especially needed.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. New Dormitories.
2. Science Building.
3. Increase of General Endowment.
4. Endowment of Professorships.
5. Loan Fund.
6. Scholarships.*
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

*Income from two thousand dollars will endow a tuition scholarship; income from five thousand dollars at six per cent will endow a scholarship covering all expenses in the literary course.

Since many in the State are unable to make large donations, we must depend for the present mainly on legacies and numerous small gifts; hence we suggest the following forms to any desiring to make a bequest to the college in their wills:

I give and bequeath to Meredith College the sum of..... dollars, for the use and benefit of the said College.

I give and bequeath to Meredith College the sum of..... thousand dollars, to be invested and called the..... Scholarship (or Professorship).

I give and bequeath to Meredith College the sum of..... thousand dollars, to be used for a.....building.

Register of College Students

A.B. and B.S. Courses

Senior Class

Bullard, Lena Ernestine, B.S.....	Fayetteville
Covington, Kathleen, A.B.....	Wadesboro
Gibson, Annie Laurie, A.B.....	Laurel Hill
Haynes, French Leo, A.B.....	Clyde
Herring, Celia, A.B.....	Chengchow, Honan, China
Higgs, Madelene Whitmore, B.S.....	Greenville
Hubbell, Ruth A.B.....	Park Mountain
Joyner, Beulah, B.S.....	Rocky Mount
Martin, Avarie McDuffie, A.B.....	Granite Falls
Mitchell, Zeula Clyde, A.B.....	Youngsville
Murray, Margaret Katherine, A.B.....	Rose Hill
Peterson, Mary Claire, A.B.....	Wilmington
Poteat, Isabelle Graves, A.B.....	Brookline, Mass.
Ray, Bonnie Estelle, A.B.....	Clinton
Riddick, Elsie Pearl, A.B.....	Asheville
Stafford, Grace Lillian, B.S.....	North Wilkesboro
Watkins, Inez Catherine, A.B.....	Goldsboro

Junior Class

Aycock, Lillie May, A.B.....	Louisburg
Bland, Dorothy, A.B.....	Burgaw
Burke, Blanche Lenore, B.S.....	Maxton
Butler, Mary Ida, A.B.....	Fayetteville
Carroll, Mary Jane, A.B.....	Winterville
Daniels, Madge Westcott, A.B.....	Manteo
Davis, Isla Belle, A.B.....	Zebulon
Dean, Eva Louise, A.B.....	Raleigh
Eddins, Vernie Scarborough, A.B.....	Palmerville
Gunter, Mattie Burke, A.B.....	Sanford
Hocutt, Berta, A.B.....	Ashton
Hunt, Mary Sue, A.B.....	Cliffside
Jenkins, Jessie, A.B.....	Henrietta
Johnston, Ophelia Calhoun, A.B.....	Raleigh
Lackey, Lillie Susanna, B.S.....	Fallston
Lee, Thelma Ruth, B.S.....	Lexington
McMillan, Janie Mae, B.S.....	Laurinburg

Maddrey, Marguerite Williams, B.S.....	Seaboard
Martin, Rose Gertrude, B.S.....	Hickory
Money, Rachel Irene, A.B.....	Mayodan
Parker, Annie Mary, B.S.....	Ahoskie
Reynolds, Lulie Snow Virginia, B.S.....	Raleigh
Smitherman, Gertrude Martin, A.B.....	East Bend
Spence, Marjorie, A.B.....	Kipling
Stillwell, Jessie Mabel, A.B.....	Webster
Stone, Loula Elizabeth, A.B.....	Apex
Turlington, Fannie Elizabeth, A.B.....	Salemburg
Ward, Glenn, A.B.....	Edenton
Williams, Gladys Ione, A.B.....	Apex
Wooten, Inez, A.B.....	Chadbourn

Sophomore Class

Arnette, Annie Juanita, A.B.....	Badin
Ayers, Addie Cornelia, B.S.....	Rowland
Baity, Annie Hall, A.B.....	Winston-Salem
Beal, Sallie Mae, A.B.....	Rocky Mount
Beasley, Mildred Anderson, A.B.....	Kenansville
Biggs, Ellen Jeannette, B.S.....	Lumberton
Bridger, Evelyn Barrett, A.B.....	Lewiston
Butler, Berta, B.S.....	St. Pauls
Cullom, Elizabeth, A.B.....	Raleigh
Davis, Johnnie Lou, A.B.....	South Mills
Drake, Elizabeth Moultrie, A.B.....	Bennettsville, S. C.
Fleming, Louise Elizabeth, A.B.....	Greenville
French, Ellen Lydia, A.B.....	Cascade, Va.
Gordon, Lizzie Moore, B.S.....	Baskerville, Va.
Hamrick, Olga, A.B.....	Rutherfordton
Harper, Lillie Cornelia, A.B.....	Louisburg
Hester, Ada Grace, B.S.....	Elizabethtown
Homewood, Eunice Kent, B.S.....	Burlington
Humphrey, Thelma Lee, A.B.....	Wingate
Jackson, Emma Theresa, A.B.....	Winterville
Johnson, Mary Martin, A.B.....	Raleigh
Judd, Cornelia Christine, A.B.....	Sanford
Judd, Hilda Lane, A.B.....	Raleigh
Judd, Mary Lynne, A.B.....	Sanford
Lamm, Alberta Waldine, A.B.....	Lucama
Lawrence, Alva, A.B.....	Apex
Lawrence, Buna, B.S.....	Apex
Lewis, Gladys, A.B.....	Rutherfordton

Mauney, Jamie Athlene, B.S.....	New London
Moore, Hannah Edna, B.S.....	Warsaw
Penton, Lidie Winstead, A.B.....	Wilmington
Riddick, Narcissa Daniel, A.B.....	West Raleigh
Sheets, Ruth Litchford, B.S.....	Raleigh
Shipman, Sarah Katherine, B.S.....	Hendersonville
Smith, Sybil Hollingsworth, B.S.....	Rich Square
Talley, Dora Jeanette, B.S.....	Penrose
Taylor, Sarah, A.B.....	Rutherfordton
White, Mary Fisher, B.S.....	Windsor

Freshman Class

Adams, Eula Blue, B.S.....	Hamlet
Alford, Lillian Collins, A.B.....	Nashville
Allgood, Orphia Lee, A.B.....	Roxboro
Bangert, Bessie Dorn, B.S.....	Raleigh
Bass, Mary Florence, B.S.....	Garysburg
Beasley, Mae, B.S.....	Monroe
Bennett, Mary, A.B.....	Clinton
Bowden, Margaret Louise, A.B.....	Charlotte
Boyd, Inez Hodnett, A.B.....	Roxboro
Bradley, Inez Catherine, B.S.....	Seaboard
Brevard, Juanita Kate, B.S.....	Biltmore
Brewer, Ann Eliza, A.B.....	Raleigh
Brooks, Gladys, B.S.....	Grifton
Brown, Annie Katherine, A.B.....	Lewiston
Brown, Florence Elizabeth, A.B.....	Macclesfield
Burleson, Hattie, A.B.....	Albemarle
Burnsville, Vivian Arline, B.S.....	Waycross, Ga.
Butler, Rebecca Juanita, A.B.....	Roseboro
Calvert, Julia Monroe, A.B.....	Jackson
Carroll, Thelma, B.S.....	Turkey
Cheek, Rosalind Viola, B.S.....	Chapel Hill
Clay, Alma Thomas, B.S.....	Whitakers
Coley, Irma Dee, B.S.....	Rocky Mount
Couch, Ruth Richardson, B.S.....	Fayetteville
Cox, Ruth Gordon, A.B.....	Moyock
Crouch, Annie Lee, A.B.....	Hudson
Dowell, Lilla Earle, B.S.....	Birmingham, Ala.
Dozier, Mary Julia, B.S.....	Fountain
Durham, Wilma Cansler, B.S.....	Lumberton
Eagle, Inez Amanda, B.S.....	Spencer
Edwards, Elizabeth Watson, B.S.....	Morehead City

Farrior, Mary Frances, B.S.....	Raleigh
Felton, Alethea, A.B.....	Beaufort
Fleming, Hazel, B.S.....	Raleigh
Fleming, Mildred Elliott, B.S.....	Raleigh
Fowler, Christine, B.S.....	Great Falls, S. C.
Gibson, Ruth, A.B.....	Gibson
Gillett, Ethel, B.S.....	Maysville
Gilman, Emma Monford, A.B.....	Jacksonville
Hamrick, Millie Elizabeth, B.S.....	Asheville
Hardy, Olivia Lacy, A.B.....	South Boston, Va.
Harrill, Ossie, B.S.....	Shelby
Harris, Lina Margaret, B.S.....	Winston-Salem
Hart, Virginia Elizabeth, A.B.....	Meherrin, Va.
Harward, Betsey, B.S.....	Moncure
Hines, Rebecca, A.B.....	Clinton
Hollingsworth, Marion, B.S.....	Newton
Hollowell, Minnie Beulah Virginia, A.B.....	Edenton
Horn, Ivie Louis, A.B.....	Mocksville
Horton, Lillian Myatt, B.S.....	Raleigh
Horton, Savon Ione, B.S.....	Raleigh
Huggins, Hettie, A.B.....	Hendersonville
Inscoc, Josie Lucile, B.S.....	Castalia
Jackson, Nellie Adelaide, A.B.....	Winterville
Jeffries, Sarah, Angeline, B.S.....	Winston-Salem
Jenkins, Edith, A.B.....	Henrietta
Joyner, Laura Anna, B.S.....	LaGrange
Kennedy, Mary Elizabeth, B.S.....	Liberty
Langdon, Bertha, B.S.....	Four Oaks
Lewis, Ethel Frost, A.B.....	Autryville
Lineberry, Annie Ruth, A.B.....	Raleigh
Loughlin, Gertrude Young, A.B.....	Southport
McKenzie, Eupha, A.B.....	Chadbourn
McNeill, Annie Margaret, A.B.....	Gibson
Mathews, Ellison Kathleen, A.B.....	Clinton
Maxwell, Hazel Meredith, B.S.....	Raleigh
Moore, Bertha Wilson, A.B.....	Hamlet
Morgan, Ellie, B.S.....	Benson
Naylor, Mabel Gertrude, B.S.....	Dunn
Nicholson, Margaret Anne, B.S.....	Maxton
Nooe, Sarah, B.S.....	Statesville
Oldham, Sallie Etta, A.B.....	Chapel Hill
Olive, Lowney Virginia, A.B.....	Dunn
Parker, Coralie, A.B.....	Kelford

Parrish, Myrtle Lee, B.S.....	Castalia
Pendergrass, Marie, A.B.....	Franklin
Phillips, Louise, B.S.....	Dalton
Phillips, Mildred Rives, B.S.....	Dalton
Privette, Juanita Elizabeth, A.B.....	Spring Hope
Putnam, Pearl, A.B.	Cherryville
Ricks, Mary Belle, B.S.....	Fairmont
Riddick, Anna Jones, A.B.....	West Raleigh
Robertson, Lenora Ethel, B.S.....	Wendell
Robinson, Ethyl Alene, A.B.....	Forest City
Sentelle, Mary Evelyn, B.S.....	Asheville
Sentelle, Helen Rebecca, A.B.....	Asheville
Stallings, Valmore Lucile, A.B.....	Wakefield
Sullivan, Mary Edith, A.B.....	Marble Hill, Mo.
Sykes, Claudileen Mourning, B.S.....	Castalia
Thompson, Blanche Nellie, B.S.....	Lexington
Tilley, Elma Lee, A.B.....	Granite Falls
Tomlinson, Inza, A.B.....	Wilson
Turley, Eloise Hale, B.S.....	Clayton
Vaughan, Maud Elizabeth, B.S.....	Weldon
Wall, Clara Lucile, B.S.....	Wallburg
Wall, Gladys Elizabeth, B.S.....	Wallburg
Wheeler, Josie Ruth, A.B.....	Edenton
White, Martha Lena, B.S.....	Colerain
Wilder, Anna Mae, B.S.....	Knightdale
Williams, Mary Creech, B.S.....	Clayton
Winfield, Catherine, B.S.....	Wadesboro

Specials

Bazemore, Hattie Evelyn	Ahoskie
Brewer, Ellen Dozier	Raleigh
Flake, Ida Rachel	Wadesboro
Stevenson, Euna	Townsville, S. C.

Unclassified

Austin, Myrtle Reed	Raeford
Booth, Eugenia	Catawba
Edwards, Joyce Winifred	Siler City
Elliott, Alice Lucile	Tyner
Royster, Gertrude Lafon	Durham
Shields, Mary Tillery	Scotland Neck
Smith, Kathleen Lynwood	Pink Hill
Straughan, Alice Miriam	Siler City
Vernon, Esther Corinne	Burlington

Summary

SENIORS:

Registered for A.B. degree.....	13	
Registered for B.S. degree.....	4	
		<hr/>
Total		17

JUNIORS:

Registered for A.B. degree.....	22	
Registered for B.S. degree.....	8	
		<hr/>
Total		30

SOPHOMORES:

Registered for A.B. degree.....	24	
Registered for B.S. degree.....	14	
		<hr/>
Total		38

FRESHMEN:

Registered for A.B. degree.....	45	
Registered for B.S. degree.....	56	
		<hr/>
Total		101

Total registered for A.B. degree.....	104	
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Total registered for B.S. degree.....	82	
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Total number college classmen.....	186	
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Special	4	
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Unclassified	9	
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Students from other Schools taking work in the college are as follows:

From Art classmen	15	
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From Music classmen	76	
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From Music irregulars	13	
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		<hr/>	104
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Total	303	
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Register of Students

School of Art

Junior Class

Johnston, Margaret Frances	Weldon
Martin, Frank	Hickory

Sophomore Class

Franklin, Lillian	Bryson City
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Freshman Class

Allbritton, Mary Tignor	Calypso
Beach, Nora Estelle	King's Mountain
Byrd, Winifred Florrie	Fuquay Springs
Elmore, Lennie Elizabeth	Henderson
Hallman, Bessie Mae	Marshville
Haynes, Margaret Lucile	Mount Airy
Holmes, Lucile	Graham
Reece, Emma Mozelle	Dobson
Scarborough, Mary	Wendell
Sherron, Laurie Clyde	Cardenas
Thomson, Mary Alice	Mount Airy
Tillery, Mary Hallie	Scotland Neck

Art Only

Malone, Ruby Lee	Monticello, Ga.
Meserve, Mrs. Patsey Philbrick.....	Raleigh
Washburn, Fannie	Rutherfordton

Summary

Juniors	2	
Sophomores	1	
Freshmen	12	
	<hr/>	
Total		15
Art only		3
Students from Specials electing Art.....	1	
Students from Unclassified electing Art.....	3	
	<hr/>	4
Students from other Schools electing work in Art History..		12
Students from other Schools electing Art Education.....		8
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Total		42

Register of Students

School of Music

Senior Class

Brantley, Elsie Josephine, <i>Piano</i>	Spring Hope
Dickson, Lois, <i>Voice</i>	Wake Forest
Johnson, Ella, <i>Voice</i>	Thomasville
Moore, Nona, <i>Piano</i>	Mars Hill

Junior Class

Maxwell, Lillian Frances, <i>Piano</i>	Calypso
Miller, Annie Lois, <i>Public School Music</i>	Fairmont
Woody, Annie Gladys, <i>Piano</i>	Durham

Sophomore Class

Beam, Gladys Mae, <i>Piano</i>	Woodsdale
Brooks, Olive Clarisse, <i>Piano</i>	Woodsdale
Caldwell, Mary Lee, <i>Piano</i>	Lumberton
Floyd, Carrie Estelle, <i>Piano</i>	Fairmont
Floyd, Mary, <i>Piano</i>	Fairmont
Floyd, Sarah Margaret, <i>Piano</i>	Fairmont
Gibbs, Katherine, <i>Violin</i>	Mars Hill
Heilig, Margaret Cotten, <i>Piano</i>	Raleigh
Hinton, Edna Earle, <i>Piano</i>	Jacksonville
Huntley, Mary Elizabeth, <i>Piano</i>	Wadesboro
Kelly, Lucile Hicks, <i>Piano</i>	Clinton
Long, Mary Hazel, <i>Piano</i>	Monroe
Norman, Mattie Macon, <i>Piano</i>	Hertford
Peele, Carrie Foy, <i>Piano</i>	Roxobel
Pope, Clara Margaret, <i>Violin</i>	Lumberton
Stroud, Margaret Albright, <i>Piano</i>	Greensboro
Thomas, Eugenia Hendren, <i>Piano</i>	Clayton

Freshman Class

Adams, Nina Burns, <i>Piano</i>	Holly Springs
Baley, Evelyn, <i>Piano</i>	Marshall
Benbow, Mary Edith, <i>Piano</i>	East Bend
Blalock, Mary Lily, <i>Piano</i>	Weldon

Bridger, Annabel, <i>Piano</i>	Bladenboro
Carroll, Katherine Elizabeth, <i>Piano</i>	Winterville
Clapp, Clara, <i>Piano</i>	Siler City
Clifford, Annie Blankenship, <i>Piano</i>	Gastonia
Daniels, Naomi Lyles, <i>Piano</i>	Manteo
Dewar, Susan, <i>Piano</i>	Raleigh
Farmer, Edith Louise, <i>Piano</i>	Raleigh
Franklin, Daisy, <i>Piano</i>	Bryson City
Goldsmith, Ruth Alison, <i>Piano</i>	Southern Pines
Gulley, Mrs. Berthol Odom, <i>Piano</i>	Nashville
Hedrick, Madge Thomas, <i>Piano</i>	Edenton
Herring, Sue Dixie, <i>Piano</i>	Delway
Hill, Oneida Jane Dillard, <i>Piano</i>	Pilot Mountain
Holman, Bertha Cornelia, <i>Voice</i>	Wilkesboro
Honeycutt, Donnie Lee, <i>Piano</i>	Buie's Creek
Hopkins, Pearl, <i>Piano</i>	Creswell
Hoyle, Edna Charlotte, <i>Piano</i>	Lincolnton
Hudson, Ruth Gladys, <i>Piano</i>	Bentonville
Johnson, Clara, <i>Piano</i>	Pittsboro
Johnston, Nellie Mae, <i>Public School Music</i>	Raleigh
Joyner, Myrtle Doris, <i>Piano</i>	Rocky Mount
Kehoe, Emma Louise, <i>Piano</i>	New Bern
Kimball, Helen Katherine, <i>Piano</i>	Townsville
Lee, Bessie Henry, <i>Piano</i>	Winton
Milliken, Mary Ellen, <i>Piano</i>	Enfield
Mooney, Grace Arabelle, <i>Voice</i>	Washington, D. C.
Norwood, Mary Hunter, <i>Piano</i>	Neuse
Nye, Beatrice, <i>Voice</i>	Memphis, Tenn.
Parker, Flora Ethel, <i>Public School Music</i>	Heathsville
Pippin, Mary Belle, <i>Piano</i>	Wakefield
Powell, Louise Elizabeth, <i>Piano</i>	Fayetteville
Privott, Sarah, <i>Piano</i>	Edenton
Pugh, Margaret, <i>Piano</i>	Lexington
Rhodes, Sudie Isabel, <i>Piano</i>	New Bern
Rich, Fannie, <i>Piano</i>	Vanceboro
Roberson, Edna Mae, <i>Piano</i>	Nashville
Rouse, Effie McCoy, <i>Piano</i>	Rose Hill
Rowland, Florence Beulah, <i>Piano</i>	Rocky Mount
Sheets, Hilda, <i>Piano</i>	Lexington
Sherrod, Sallie Elizabeth, <i>Piano</i>	Enfield
Smith, Lessie, <i>Piano</i>	Mount Airy
Smith, Sadie Bray, <i>Piano</i>	Sanford

Stell, Gladys Katherine, <i>Piano</i>	Wakefield
Sykes, Emerald Mysteria, <i>Organ</i>	Elizabeth City
Todd, Lottie, <i>Piano</i>	Wendell
Wallace, Edna Elizabeth, <i>Piano</i>	Kingsburg
Watson, Janice Elizabeth, <i>Piano</i>	Manson
Yelvington, Thelma Leone, <i>Piano</i>	Clayton
Youngblood, Mildred Olivia, <i>Piano</i>	Fayetteville

Irregulars

Arnold, Gladys Mahala, <i>Piano</i>	Elkin
Ballew, Marie, <i>Violin</i>	Mars Hill
Byrd, Ruby Dell, <i>Piano</i>	Fuquay Springs
Gardner, Lovie Elizabeth, <i>Piano</i>	Grifton
Herring, Pattie Foote, <i>Piano</i>	Garland
Holmes, Helen Hope, <i>Piano</i>	Edenton
Irvin, Violet Lucile, <i>Piano</i>	Shelby
Johnson, Annie Maria, <i>Piano</i>	Delway
LaPrade, Evelyn Rebecca, <i>Piano</i>	Republican Grove, Va.
Nash, Minnie, <i>Violin</i>	Elizabeth City
Perry, Mary Lorena, <i>Piano</i>	Graham
Poole, Bessie Lee, <i>Voice</i>	Raleigh
Sibley, Geneva, <i>Piano</i>	Albemarle
Williams, Clara, <i>Violin</i>	Barnesville
Wolff, Gertrude, <i>Piano</i>	Winston-Salem

Students Not in Residence Taking College Music Only

Anderson, Theodora, <i>Voice</i>	Raleigh
Barnes, Rowlett Elmore, <i>Violin</i>	Raleigh
Bass, Mrs. Lois Massey, <i>Voice</i>	Raleigh
Batchelor, Margaret Alice, <i>Voice</i>	Raleigh
Benson, Mrs. Loula Underhill, <i>Voice</i>	Raleigh
Bland, Mrs. Ruby Williams, <i>Voice</i>	Raleigh
Bost, Mabel Augusta, <i>Voice</i>	Raleigh
Cincinnati Conservatory of Music.	
Boyd, Mrs. Irma Ray, <i>Voice</i>	Wake Forest
Brantley, Jessie Christine, <i>Voice</i>	Raleigh
Clapp, Annie, <i>Voice</i>	Raleigh
Coble, Albert Henry, <i>Violin</i>	Raleigh
Cutts, Willie Vaughan, <i>Voice</i>	Raleigh
Ellington, Merle, <i>Voice</i>	Raleigh

Ferrell, Ethel Lois, <i>Voice</i>	Raleigh
Giles, Mrs. Katherine Reed, <i>Voice</i>	Raleigh
Grimmer, Mae Frances, <i>Voice</i>	Raleigh
Diploma in Piano, Meredith College.	
Hall, Mrs. Edgar Milton, <i>Voice</i>	Raleigh
Haynes, Isabel, <i>Voice</i>	Raleigh
Horton, Florrie, <i>Voice</i>	Raleigh
Horton, Mrs. Kathleen, <i>Voice</i>	Raleigh
Horn, Leila Noffsinger, <i>Voice</i>	Raleigh
Mus.B., Oberlin Conservatory of Music.	
Johnson, Lois, <i>Voice</i>	Raleigh
A.B., Meredith College.	
Jones, Claudia Duskey, <i>Voice</i>	Raleigh
Jones, Helen Marie, <i>Voice</i>	Raleigh
King, James Joshua, <i>Voice</i>	Raleigh
University of Virginia.	
Lanneau, Louise Cox, <i>Voice</i>	Raleigh
A.B., Meredith College; Cornell University.	
Mattison, Gertrude, <i>Piano</i>	Raleigh
Moseley, Albert Meredith, <i>Violin</i>	Raleigh
Mull, Annie Mae, <i>Voice</i>	Raleigh
Nall, Annie Mabelle, <i>Voice</i>	Raleigh
A.B., Meredith College.	
Olive, Nellie Irene, <i>Piano</i>	Apex
Owen, Henrietta, <i>Voice</i>	Raleigh
Ray, Lena Maybelle, <i>Voice</i>	Raleigh
Royster, Margaret Reece, <i>Voice</i>	Raleigh
Rudy, Mrs. Nannie, <i>Voice</i>	Raleigh
Sams, Willie Mae, <i>Piano</i>	Raleigh
Sams, Clarissa Mae, <i>Piano</i>	Raleigh
Seawell, Edward Carver, <i>Voice</i>	Raleigh
Strickland, Lois Frances, <i>Piano</i>	Raleigh
St. John, William Brown, <i>Voice</i>	Raleigh
Thomas, Helen Lynwood, <i>Voice</i>	Raleigh
Wiggs, Grace, <i>Voice</i>	Raleigh
Williams, Helen Vane, <i>Voice</i>	Raleigh
Womble, Noy, <i>Voice</i>	Raleigh
Young, Emma Dean, <i>Voice</i>	Raleigh

Summary

SENIORS:

Registered for Diploma in Piano.....	2	
Registered for Diploma in Voice.....	2	
		<hr/>
Total		4

JUNIORS:

Registered for Diploma in Piano.....	2	
Registered for Diploma in Public School Music.....	1	
		<hr/>
Total		3

SOPHOMORES:

Registered for Diploma in Piano.....	15	
Registered for Diploma in Violin.....	2	
		<hr/>
Total		17

FRESHMEN:

Registered for Diploma in Piano.....	47	
Registered for Diploma in Organ.....	1	
Registered for Diploma in Voice.....	3	
Registered for Diploma in Public School Music.....	2	
		<hr/>
Total		53

Total classmen registered in each department of Music:

Piano	66	
Violin	2	
Organ	1	
Voice	5	
Public School Music	3	
		<hr/>
Total		77

Irregular students:

Piano	11	
Violin	3	
Voice	1	
		<hr/>
Total		15

Summary of Students Not in Residence Taking College Music Only

Piano	5	
Violin	3	
Voice	37	
	<hr/>	
Total		45

Students from other Schools taking college Music are as follows:

From college classmen	22	
From Art	4	
From the unclassified	5	
	<hr/>	
Total		31
	<hr/>	
Final total		168

Final Summary Students Taking College Work

Classmen in college	186
Special college	4
Students from other Schools taking one or more courses in the college	119
	<hr/> 309
Classmen in Art	15
Art only	3
Students from other Schools taking work in Art.....	4
Students from other Schools taking work in Art History...	12
Students from other Schools electing Art Education.....	8
	<hr/> 42
Classmen in Music	77
Irregulars in Music	15
College Music only	45
Students from other Schools taking work in college Music..	31
	<hr/> 168
	<hr/>
Total	519
Deducting students counted in more than one School.....	165
	<hr/>
Total	354

Summary by States

North Carolina	338
Virginia	5
South Carolina	3
Georgia	2
Alabama	1
District of Columbia	1
Massachusetts	1
Missouri	1
Tennessee	1
China	1
	<hr/>
Total	354

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MEREDITH COLLEGE

MAY, 1919

ART EXHIBIT

The exhibit of the work of students in The School of Art was held in the Studio on Saturday afternoon from four to six, and was visited by many who like that interesting part of our College work. The class was larger than it has been in several years, and the work of some of the beginners showed unusual promise. The work of Miss Mary Thompson of Mt. Airy, N. C., in outdoor sketching showed exceptional feeling for landscape interpretation, and Miss Mary Tillery of Scotland Neck, N. C., had specimens of excellent work along many lines. The work of Misses Frances Johnston and Frank Martin, advanced students, was most interesting in original ideas and the finish with which they were executed.

The problems worked out by girls in the Art Education Class always attracts attention, and that course is doing much to make practical and enlarge the scope of the principles of Beauty. It is impossible to speak of all who deserved "honorable mention," but the whole exhibit showed serious work, and the effort of instructors to maintain the usual high standard which the school has established.

SOCIETY EVENING

Society evening at Meredith is an event anticipated with no little pleasure, for it marks the return of former graduates and students to their Alma Mater, and also the beginning of the commencement exercises. It is an evening set aside for the two literary societies of the College, on which occasion honor may be done to the winners of the medals. On May twenty-

fourth an unusually large and interested audience greeted in turn the entrance of each society and its alumnae members as they marched into the College chapel singing their respective songs.

Ella Johnson, president of the Astrotekton Literary Society charmingly welcomed the assembled friends; and Celia Herring, president of the Philaretian Literary Society, in well chosen words introduced the speaker for the evening, Hon. Josiah William Bailey, whose address was both timely and thought-provoking.

Pattie Herring of the Philaretian Literary Society delighted her audience with a most skillful rendition of a piano selection; and Isabel Poteat, soloist of the Astrotekton Literary Society, accompanied by Margaret Pope, violinist, Eugenia Thomas, organist, and Elsie Brantley, pianist, greatly enhanced the enjoyment of the evening.

At the conclusion of these musical numbers Mr. Bailey with a few simple words of commendation presented French Haynes, Philaretian, with the Bowling medal awarded by Dr. E. H. Bowling of Durham, and Madeleine Higgs, Astrotekton, with the Carter-Upchurch medal awarded by Mr. P. A. Carter, of New York.

The recessional was followed by a most delightful reception in the society halls.

COMMENCEMENT SUNDAY

The heavy rains of the morning prevented the usual academic procession, but in the evening white dresses and the impressive dignity of caps and gowns mingled in the long line of choir, seniors, trustees, faculty, undergraduates, and alumnae.

The baccalaureate and missionary sermons were preached by Dr. Edwin McNeill Poteat of Boston, Mass.

The morning service, at the First Baptist Church, was as follows:

Hymn, "My Faith Looks Up to Thee"

Invocation.....Dr. R. T. Vann

Anthem,

Meredith Choir, with Mlle. Ruegger directing and Mr. Gleason
at the organ

Scripture, 2 Kings 6; Mark 10.....Dr. E. M. Poteat

Prayer.....Dr. T. W. O'Kelly

Hymn, "Ten Thousand Times Ten Thousand"

Introduction of the speaker.....Dr. Brewer

Baccalaureate sermon.....Dr. E. M. Poteat

Anthem.....Meredith Choir

Benediction.....Dr. E. M. Poteat

The order of the evening service, at the Tabernacle Baptist Church, was:

Hymn, "The Son of God Goes Forth to War"

Invocation.....Dr. W. L. Poteat

Anthem.....Meredith Choir

Scripture, Matthew 4; John 21.....Dr. E. M. Poteat

Prayer.....Dr. Weston D. Bruner

Hymn, "O Zion, Haste"

Introduction of speaker.....Dr. Brewer

Missionary sermon.....Dr. E. M. Poteat

Anthem.....Meredith Choir

Hymn, "Saviour, Again to Thy Dear Name We Raise"

Benediction.....Dr. E. M. Poteat

In the baccalaureate sermon Dr. Poteat spoke of the three kinds of eyes that all of us have—those that are physical, by which we see beauty; those of the mind, that show us truth; and those of the heart or soul, by which we see goodness. The school is a device for extending the range of our eyesight. The eyes of the mind exhibit the continuity of history, the movement of mankind across the fields of time. Those of the soul show us the goodness of God and the eternal purpose that ranges through the ages. The cynic is blind to everything except his own infallibility—and that no one else sees. Faith is the sight of the unseen and the unseeable.

Education is the process of getting our eyes open. *It is not symmetrical or complete unless all our eyes are open to all fact.* The purpose of eyesight is adjustment. To know

God's Word and not to know God is not complete adjustment. Our friends are praying for us; we must pray for ourselves; and He will answer. Plan your lives in sight of all facts—don't be blind to any. There is never a plea to open the eyes that Jesus fails to hear.

The missionary sermon began with the quotations from Bernard Shaw "Why not give Christianity a trial?" and "No body has ever been sure enough to try Christ's way." The simplest statement of Christian discipleship is found in the verse "Follow me." Being a christian means this; and it becomes the severest test of devotion when you see where Jesus is going. It is easy to follow a miraculous king, but not a man on the road leading to the Cross. Christ's disciples followed Him without questioning where He was going, even though they were afraid. To see danger and yet go on is courage. There, at the last, they ran away, as you and I might have done. They were cowards, but they recovered their manhood. People who talk about Jesus as a Teacher rather than a Redeemer should remember that *the intimate teachings of Jesus were not sufficient to hold His disciples. It took the crucifixion to accomplish that.*

It costs a lot to follow Christ. We must not stop short of the uttermost parts of the earth, for Jesus is going there with glorious salvation. What does being a Christian mean to us? Three things! *First*, We must agree with Him as a thinker. He out-thought the ancient world and the modern world. *Second*, We are to settle the personal question of our inner lives by surrendering ourselves to Him. Jesus had a will of His own, yet He yielded it to the Father. The place of safety peace, and power is in the center of the will of God. There is the heart of the moral universe. *Third*, It is our duty to follow Jesus in His service program—help Him to establish democracy and justice throughout the world; help Him to stop war and unite *all* peoples in brotherhood.

Can we be Christians? I believe so; and I believe we want to be on these hard terms. If we are heroes and heroines, we can. Pay the full price and do it with a smile. Heal the distresses of the poor in the name of Jesus."

CLASS DAY

It has been said repeatedly that Class Day at Meredith is the most delightful feature of commencement. The exercises this year were certainly of exceptional merit, and richly deserved the high praise accorded them.

The program began with the customary processional. The long double line of sophomores dressed in lavender, the class color, with the daisy chain on their shoulders, made a lovely setting for the seniors, who were dressed in dainty white organdie and large picture hats. Mary Claire Peterson, president of the class, went ahead of the line carrying the mascot, a kewpie, clothed in cap and gown.

After the address of welcome the class presented a musical play, "Goldie Locks and the Three Bears," with the following cast of characters:

Goldie Locks (Class '19).....	Ella Johnson
The Three Bears {	Big Bear (Bare Learning).....Avarie Martin
	Middle-Size Bear (Bare Sports) .....Isabella Poteat
	Little Bear (?).....Madeleine Higgs
Spirit of '19.....	Mary Claire Peterson
Page.....	Selena Gleason
Parson (Testator).....	Kathleen Covington
Freshman Chorus {	Elsie Brantley.....Elsie Riddick
	Celia Herring .....Lillian Stafford
	Estelle Ray.....Inez Watkins
Sophomore Chorus {	Kathleen Covington.....French Haynes
	Lena Bullard.....Celia Herring
	Annie Gibson.....Katie Murray
Junior Chorus {	Celia Herring.....Zeula Mitchell
	Ruth Hubbell.....Nona Moore
	Beulah Joyner .....Elsie Riddick
Senior Chorus.....	Entire cast

The play was the outgrowth of united class effort rather than that of any single member. It was a charming combination of classic folklore and modern college jest, set to music ranging from the latest popular air to grand opera. The class song, "Dese Bones Gonna Rise Agin," which recurred with

prophetic note now and then in the accompaniment, never failed to bring an outburst of appreciation from the audience.

The familiar episodes of the bowls, the chairs, and the beds were cleverly used to symbolize the experiences of the Class of '19 since entering Meredith, where they had met with Big Bear Learning, middle-size Bear Sports, and a Little Bear whose name was withheld till the final act of the play. The interest of the audience was at highest pitch from the moment the three bears, in costume true to life, appeared before the curtain to sing the prologue, until the final scene, when Goldie Locks was roused from sleep on the rose-decked couch of the Little Bear, and the two stood before the audience no longer as Meredith Senior and Little Bear, but as royal Prince of Love and his bride, in wedding raiment. The costumes and staging throughout the play were picturesque and altogether beautiful.

Skilfully incorporated in the last act were stereopticon views of each member of the class as she may appear ten years hence; also the class will, bequeathing to the College six hundred and fifty dollars toward the endowment fund, and to the incoming seniors the athletic cup, which class '19 had held in unprecedented triumph during its whole college life.

The program was brought to a close by brief exercises on the campus.

THE ANNUAL CONCERT

As usual the annual concert proved a great success. The program offered an interesting variety of numbers, and represented the work of the College choir, the piano, voice, and violin departments. The opening and closing numbers were very beautifully rendered by the choir. The former *Grandmother's Garden* is a composition by C. Hahn, especially notable on account of its quaint harmonies; the latter, *The Dreaming Rose*, is a beautiful descriptive number by Victor Harris. The effect of this was much enhanced by the violin obligato, played by Miss Clara Margaret Pope.

Miss Pattie Foote Herring's masterly playing of Liszt's *Rigoletto Fantasie*, as well as Miss Eugenia Hendren Thomas' delicate touch and deep feeling in Liszt's *Nightingale*, called for enthusiastic applause. Both young ladies appeared also in a number for two Pianos, a paraphrase on a theme from Schumann's *Manfred*. They showed themselves excellent ensemble-players. Miss Margaret Heilig played the *Great Polonaise* in E, by Liszt, with brilliancy and finish.

The two vocal numbers on the program were received with the usual enthusiasm. A finer and more appealing voice than Miss Ella Johnson's could seldom be found, and Mr. Edward Seawell, who has previously appeared in the annual concerts, always receives prolonged applause.

The violin department was represented by Miss Clara Margaret Pope, an unusually gifted student, whose beautiful tones and deep feeling could not fail to impress the audience

The program was as follows:

Grandmother's Garden.....Hahn
The College Choir

PIANO:

Rigoletto Fantasie.....Liszt
Pattie Foote Herring

VOICE:

Prologue from *Pagliacci*.....Leoncavallo
Edward Seawell

TWO PIANOS:

Impromptu on a theme from *Manfred*.....Schumann
Pattie Foote Herring
Eugenia Hendren Thomas

VIOLIN:

Meditation from *Thais*.....Massenet
Clara Margaret Pope

PIANO:

The Nightingale.....Liszt
Eugenia Hendron Thomas

VOICE:

One Year (1914-1915).....*Burleigh*
 Waiting.....*Millard*

Ella Johnson

PIANO:

Polonaise in E.....*Liszt*
 Margaret Cotten Heilig

A Dreaming Rose.....*Harris*
 The College Choir

GRADUATION DAY

The exercises of graduation day, May 27th, were very simple. The principal address was delivered by Dr. C. Alphonso Smith, Professor of English in the Naval Academy, Annapolis, Md. The speaker maintained that the English language, because of its simplicity and usableness, is destined soon to become the universal tongue. His treatment of his subject was unique, lucid, informing, intensely interesting and, judging from the generous applause, convincing to the audience. Dr. Smith enumerated the advantages of English in the race for world-supremacy. It is now spoken by more people than any other European language. It is the easiest of all the European languages, because of its small number of endings, its simple word order, and its perfectly obvious gender distinctions, advantages possessed by no other. English is easier than any other European tongue, because it is simpler. It is especially easy to the European peoples, since about half its words are already familiar to those of Northern Europe, while the other half are known to those of Southern Europe.

Following Dr. Smith's address, President Brewer presented diplomas to the graduates. The Bachelor of Arts Degree was conferred on the following young ladies: Misses Kathleen Covington, Annie Laurie Gibson, French Leo Haynes, Celia Herring, Ruth Hubbell, Avarie McDuffy Martin, Zeula Clyde

Mitchell, Margaret Katherine Murray, Mary Claire Peterson, Isabella Graves Poteat, Elsie Pearl Riddick, and Inez Catherine Watkins. The Bachelor of Science Degree was conferred on Misses Lena Ernestine Bullard, Madeline Whitmore Higgs and Beulah Joyner. The Diploma in Piano was presented to Misses Elsie Josephine Brantley and Nona Moore, the Diploma in Voice to Miss Ella Johnson, and the Junior College Diploma to Miss Annie Lois Miller.

Dr. Brewer's address to the graduating class followed. It is published in this number of the BULLETIN.

After the delightful rendering of the *Hallelujah Chorus* by the College choir and the presentation of Bibles to the graduates by Mr. Archibald Johnson, Mr. W. N. Jones, Chairman of the Board of Trustees, made a short statement concerning the work of the past year and the present outlook. The *Alma Mater* was then sung by the congregation, after which the Benediction was pronounced by Rev. G. T. Watkins of Goldsboro.

THE ALUMNÆ

The 1919 meeting of the Meredith Alumnæ Association was called to order by the president, Mrs. Simms, in the Philaretian Society hall on May 25th. After the minutes of the last meeting had been read and approved and the treasurer had given her report, reports from the various committees were heard. Miss Lois Johnson reported for the Handbook Committee, and then Miss Flossie Marshbanks, chairman of the Endowment Committee, gave a very interesting account of the work of her committee. She gave her report by classes, giving the name of the chairman, the amount to be raised, the amount given, and the per cent contributing from each class. The report showed that the \$25,000 necessary to the endowment of a chair has been pledged by alumnæ and other friends of the College who contributed through the Alumnæ Association. This report was received with enthusiasm by the asso-

ciation, and the president expressed the appreciation of the association for the faithful and efficient work done by Miss Marguerite Higgs, general secretary, and Miss Flossie Marshbanks, treasurer of the fund.

In the absence of the chairman of the obituary committee, Miss Mary Lynch Johnson read an obituary of Miss Louise Cox Lanneau, loyal alumna and faithful member of the faculty of Meredith, who died in the College Infirmary on May 3d. The deaths of Mrs. J. L. Best, formerly Miss Sadie Lou Britt, Class of 1909, and of Miss Cora Irvin, Class of 1905, were reported by members of their classes.

The report of the nominating committee was read by the chairman, Mrs. L. E. M. Freeman, and the following officers were elected: president, Mrs. R. N. Simms; vice-president, Miss Marguerite Higgs; recording secretary, Miss Mary Lynch Johnson; corresponding secretary, Mrs. W. L. Wyatt; treasurer, Miss Leonita Denmark. Reports were heard from Mrs. Wyatt, corresponding secretary; and Miss Vivian Betts, chairman of Meredith clubs. Then followed a discussion as to the advisability of continuing the work of the Meredith clubs, and it was decided that the work is too important to be neglected. The resignations of Miss Betts as chairman, and Miss Ella Graves Thompson as secretary of the clubs were reluctantly accepted by the association, and Mrs. Elliott Earnshaw and Miss Elizabeth Royall were elected to succeed them.

The Class of 1919 was then welcomed into the association and the 1909 reunion was recognized. Six members of the class were present. A roll call by classes followed—the members of each class standing as their year was called. At least one member from every class but two was present. Mrs. Foy Johnson Willingham then gave a most interesting account of the Oriental Meredith Club, of which there are a number of loyal members both in Japan and in China.

Mrs. Charles Forbes, who was Miss Lelia Suttle, Class of 1903, and who had not attended a meeting of the association since her graduation, was recognized and welcomed. After enthusiastic and inspiring messages had been heard from Mrs.

J. S. Everett and Miss Bertha Carroll, who are capably representing the alumnae on the board of trustees, the business meeting adjourned, and the members went over into the Astrotekton Hall and enjoyed a delightful tea.

BACCALAUREATE ADDRESS

BY CHARLES EDWARD BREWER

Young ladies of the graduating class:

I congratulate you on the completion of your college course. There are wonderful opportunities here to form friendships, to widen your horizon, to extend the scope of your sympathy and interest. Withal you have mastered tasks worthy of you—tasks that will make the problems of life all the easier to solve.

There are tendencies in education developed within the last few years, and especially since the declaration of war by the United States on Germany, that are dangerous in the extreme. Writers of recognized wisdom and standing are declaring themselves against any formal discipline and urging the elimination of all that is difficult in school work, except as such exercises are connected *directly* with the calling to be pursued. Mathematics, except such as is immediately and constantly used by the student, is to be eliminated from the curriculum. No languages, not necessary in the every-day work of the developing citizen, are to be required. Practically all subjects are to be elective and students will choose those that are according to their bent. Some are actually quoting the Scriptures and giving them a new interpretation in justification of this course. "Train up a child in the way he should go and when he is old he will not depart from it" is said to mean "train up a child according to the bent of his mind and when he is old he will not depart from it."

It is a false philosophy that teaches that life is easy and that one may always do just the things that please him and eschew those that are irksome. No calling, no matter how pleasant

or fascinating, is without its measure of drudgery. To say that one is permitted to do only what he prefers to do is in essence to abandon law and substitute license for liberty. There is just as valid an objection to the excessive use of electives in the college course. Utility is a worthy end of education, but utility by what standard? By the bread and butter standard? Bread is of course necessary, but we have high endorsement of the tenet that "man shall not live by bread alone." Excessive specialization leads to keener wit in one line but limits the range of one's power and handicaps the individual in the presence of emergencies. The machine is excellent for its task but is helpless for anything beyond it. Even in its assigned line of work it is dependent on outside intelligence for adjustment and power. The watch, for example, is indispensable as a timekeeper—but there its service ends. And to realize how helpless it is just reflect that it must depend upon human intelligence for winding and setting. And all the timepieces in the country were in a moment of time changed by the will of man and made to conform to a new standard—helpless to resist. An engine on the track is dependent on man for water and fuel and control. It can do two things—pull or push. Man determines which. When off the track it is so much scrap iron. It is pertinent to ask in this connection whether our schools prefer to furnish machines on the one hand, or men and women on the other. Slaves to a calling or masters of life? Men and women to merely respond to suggestions or to initiate them? To sharpen a tool or to enrich a personality? To limit the points of contact with life or multiply them?

Much of the recent discussion of education seems to be based upon the hypothesis that the child will follow in the footsteps of the parent. If father is a lawyer the son will be a lawyer. If father is a mechanic, son will follow that calling. If the father lives in the country on the farm the children will likewise live in the country on the farm. Because of this idea we must have business courses for the children of bankers and merchants, farm-life schools for the country,

instruction in mechanics for those who are going into any calling of that sort. It is not my purpose to reflect upon vocational training or to question its cultural value. Two observations are pertinent in this connection. The first is this—premature specialization emphasizes and accentuates individual peculiarities leading to distorted development instead of the symmetrical growth so greatly desired and needed. If students are to be separated into groups according to the accidents of birth or environment there can be but one result—the training of provincials with limited horizon for which no degree of technical skill in any one line can adequately compensate.

The second observation is that there is no sharp line possible between subjects that are cultural and those that are vocational. Latin is usually regarded as a typical cultural subject and the contest has been, and still is, sharp as to whether or not it should be required in the A.B. degree. But Latin, when pursued with a view merely to teaching it, automatically becomes a vocational subject. Likewise the so-called vocational subjects, if pursued with the purpose of widening one's horizon are genuinely cultural. The farm-life school is filling an important niche in our school system. It is a great mistake, however, to suppose that only students residing on the farm need such instruction or are profited by it. I could wish that gardening, horticulture, and other similar subjects were open in a practical way to the city students—they have real cultural value for them. From what I have said you will discover that my protest is not against any particular subject but against any narrowing tendency in education, believing as I do that the great task of the schools is to unfold and develop personality.

It was this idea that controlled in the founding of Meredith College. This idea has determined the lines of development of the institution, and we cannot but maintain these traditions. In all the history of the college its founders and friends have had clear-cut conceptions of the kind of personality needed—a personality emanating from an enriched heart as well as

from a trained mind; a personality with conscience as well as intelligence. Meredith College is a Christian institution, maintaining a high standard of scholarship justifying in this way its classification as a college, at the same time presenting Jesus Christ as the model for individual lives, the source of their inspiration and power, and the giver of abounding life. All who love Meredith College and labor on its behalf try to make it, as in name, so in precept and life, Christian. Our ideal for you, as for the classes that have preceded you, and for those yet to come, is that you may be women of Christian culture, having your talents multiplied by study, and your possessions of head and heart vitalized by an uncompromising faith in Jesus Christ.

We, who have watched with so much interest your development here, do not for a moment fear that you will think your training complete. This is your *commencement* day and your careers are just beginning. In the various walks of life which are opening up to you there will be unfolded lessons it has been impossible for you to learn here. But the foundation you have laid in consistent and careful work will enable you to meet with undaunted courage the stress and shock of life.

As you go out today into a new sphere to assume its tasks, remember the words of Robert Browning:

“The best is yet to be—

The last of life, for which the first was made.

Our times are in His hand

Who saith, “A whole I planned:

Youth shows but half; trust God; see all, nor be afraid.”

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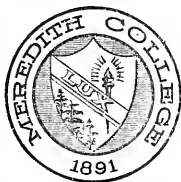
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Note on Contents

The articles reprinted in this pamphlet represent a few 1919 protests against "the so-called practical spirit of the age." For though Yale seems to be making the road to learning a little broader than Mr. Chapman, and Mr. Bruère's working men approve, President Hadley in *The Colleges and the Nation* at least throws a sop to Cerberus. And the liberal culture educational programs of working men's associations presented by Mr. Bruère ought, to some extent, console lovers of "the things that are more excellent" for the apparently "growing contempt for culture and the classics in American universities." And though Mr. Colby is in this instance chiefly concerned in pointing out the illogical reasoning of those classicists who "rest their case on what is called the argument from practical life," he illustrates most convincingly the power of "the classical tradition." In fact all of these articles, taken as a whole, encourage the advocate of "the humanities" to believe with Professor Shorey that "the unsettlement of all spiritual values by the Great War" is really only temporary.

E. A. COLTON.

A New Menace to Education¹

The Growing Contempt for Culture and the Classics in American Universities

JOHN JAY CHAPMAN

Well, Yale has followed her sisters and dropped Latin from her entrance exams.² You can get stamped as an educated Yale man without knowing *bonus bona bonum*.

And how much Latin did the American colleges ever teach? Any boy with good teaching could learn enough Latin in six months to get into an American college. And just this amount, this little smattering of Latin, is enough to make the whole difference in any man's outlook upon civilization. This *bonus bona bonum* makes French and Spanish and Italian easy to him. It puts him at home in half the words of the English language. It acclimates him in literature, in European travel, in South America. Almost everything an educated man has to do with is tinged with *bonus bona bonum*.

The tincture of Latinity which the Roman Empire left upon Europe is to modern cultivation what Christianity is to modern religion,—it pervades everything. These two elements—Latin and Christianity—taken together, make up the unity of the modern world. They form the common inheritance of modern Europe,—a sort of deep inter-racial bond, which, so far as human reason can see, is the most important thing in the life of the western world.

And now our Universities have decided that the Latin phrase-book is too hard for the American brain. It is difficult and unnecessary. The real reason that our Universities are throwing over Latin is that Latin has been badly taught, and it is easier to throw Latin over than to bring in good teaching. But what a calamitous state for the learned to be in!

Our learned men are ever dealing with conditions, not with ideas. When you say "Latin" to them it means Latin teaching as it exists, with all its waste of time and deadly unintelligence. Our scholars would encourage the modern languages, would they? And so they regard each modern language as a field by itself, and withhold that smattering of Latin which is the *open sesame* to most of them.

¹ Copyright *Vanity Fair* (June, 1919). Reprinted by courtesy of Mr. Chapman and the editors of *Vanity Fair*.

² Yale still requires Latin for the degree of Bachelor of Arts.—E. A. C.]

This is like throwing away the one ray that illuminates modern languages, and gives a man an insight into the heart and soul of them. The Latin primer imperceptibly deepens the consciousness of any child. This question of the meaning of words is the first natural step in philosophy. Children take up the study themselves and pursue it upon the smallest encouragement. Give a boy a little Latin and it shines in every book he reads. It enters the pores of his mind and relates him to the,—to the League of Nations and the destiny of mankind.

But our learned men have not the leisure to consider these things. They are serving the public and competing for the good will of the public; and the public in America has a notion that Latin is hard and not useful. Oh, I say, but there must be some men in our Universities who are not so great that they cannot consider the elements of education. There are small men left somewhere, who think about reading and writing and the education of children, and verses to be learned and stories to be read, of the multiplication table and Hans Anderson and the rudiments. These people must know that to mingle *amo amas amat* with juvenile education puts in the youth's hand the end of a thread that connects him with everything of interest in life.

But your professional educators cannot be expected to descend to such baby-talk as this. They see things in the large and through schedules. They see a Department of English,—Old English, Anglo-Saxon, The Renaissance, Pintruccio, Savonarola, Early Provincial poetry. They invite us to these studies with a magnificent sweep of the hand; but the initial entrance fee of a penny's worth of Latin, without which none of these lordly entertainments can be enjoyed, the Universities will not exact. They fear that the public will grudge the penny. The public will not understand. Why, what are our Universities there for, if it is not to understand these things themselves and take the awful risk of imparting them to the American public?

There is a feature of democracy,—and by democracy I mean mass-government,—which gives ever too great preponderance to the present moment. The mass swings heavily in one direction, and then surges back in another. It seems as if a major passion of one sort or another were always raging. At one time this passion is business, at another, conquest, at another,

religion or prohibition. And the masses are always about to do something that is going to be immediately effective,—settle the question forever, grow rich forever, conquer the world forever, reform mankind forever.

In any democracy the sensible person is sure to be in a hopeless minority almost all the time; for if he ever convinces the majority as to some desirable line of thought or conduct, the people take up the idea and travesty it. They out-do him at his own specialty. In this manner the skeptics of the French Revolution outdid Voltaire in skepticism. “*A bas Voltaire!*” they cried. “*Voltaire est déiste. Voltaire est bigot!*” I suppose that, to-day, if the masses of America could get an impression that Latin was a bond between the Bolsheviki and the Allies, they would besiege New Haven and Cambridge, carrying statutes of Cicero and Virgil on their shoulders, and demanding the classics and more of them, with no delay and no compromise.

We ought, perhaps, to expect that everything in democracies must proceed by tidal waves. But it is sad to see the sensible people, the learned and the thoughtful, being swayed by the illusions of the multitude and losing hold of the deeper and quieter realities of life. It is disheartening to see the guardians of liberty betray their trust. For literature is language, and the neglect of Latin means the loss of language.

If Latin is dropped America will soon have a language of her own which will tend to alienate us from Great Britain and Europe. In those countries they preserve their languages with instructive and sedulous care. They preserve Latin as a part of their own language. The educated classes are, at every epoch, the people who conserve any language; the rest adopt it. If the educated person in America neglects his Latin, his English will soon turn into a hard vernacular, and the old English literature will become to him uninteresting.

We may be sure that in London Shakespeare will be played for some hundreds of years to come; but fifty years from now Shakespeare will be incomprehensible to the people of Chicago. Why is this? Because the writers and journalists and public speakers of America will have lost the old idioms of English literature, and the public will be familiar with nothing but an American volapuk. Our poetry will be a non-resonant patois, our mind rigid and ignorant.

There has never been a literature in the world which did not spring from the worship of old forms, and a digging into

the roots of language. It is not merely because Latin is dropped that we must grieve, but because the dropping of Latin shows that our educators do not know what learning is. They do not understand the relation which exists between language and mind. They have inherited the fruits of a whole army of American saints who planted our colleges large and small,—religious pioneers, for the most part,—but all of them students, scholars and prophets of scholarship. It was these men who gave the light to democracy. It is they who made us. They are the pit out of which we are digged. It is they who have united us to Europe and made possible the future union of mankind. For it is by our literacy we stand.

And now the successors of these spiritual Fathers of America discard the rudiments of literacy. The next generation of American college presidents will not themselves have known *bonus bona bonum*. If you speak to them of Rome they will be dumb. Will they continue to hand out degrees written in a tongue they cannot themselves read? And how about the standing of our scholars in Europe? How about America's intellectual future,

The nature of education cannot be changed by the action of any American College Board; and it is certain that if we are hereafter to produce good poets, writers, and thinkers; their power will be drawn from the same sources that have fed the poets, the writers, and the thinkers of the past. It cannot be otherwise.

I have a faith that nature will always produce the scholar. Not only will the tradition of him be continued in families, but—and this is certain—new schools will be started to meet the deficiencies of our colleges, and minister to the deeper needs of the age, now that the colleges are shutting up shop.

Extracts from "The New Nationalism and Education"¹

ROBERT W. BRUERE

(Bureau of Industrial Research, Washington, D. C.)

[Mr. Bruère's article should be read in its entirety; but even these brief extracts are most suggestive.]

The British Workers' Educational Association has issued a series of pamphlets in which the specific educational proposals of the organized workers are concretely defined. One of these pamphlets bears the title *What Is Democratic Education?* In contrast with the usual schemes of "practical" trade and technical education by which educational reformers commonly propose to improve the quality of the labor-market, this trenchant document is an impassioned protest against the "utilitarian aim which is the curse of our schools. . . . Harrow was founded for poor working-class boys. The education provided was classical. It was an education which makes not only freemen, but leaders of men. The upper class flung themselves on this school. Its sons filled Eton, Winchester, Rugby, as well as Harrow. . . . In Denmark, Grundtrig wanted to lift the agricultural population sunk in miserable poverty. Did he begin to give instruction in the raising of crops and feeding of poultry? On the contrary, he banished the 'useful' subjects and gave a humanistic training pure and simple. The results have amazed the world. . . . To come to our own land. Why has our elementary-school system been, in some respects, a failure, and our domestic-economy lessons in particular an illusion? Because the teaching was based on the false assumption that *useful information forced on undeveloped minds educates*. . . . We thought the banquet of life was to be spread for all—*all*, the best that is, the best that will be, open for those who can receive it. . . . The really great thing is that liberal education should be open to all who can profit by it."

Is it not a noteworthy thing that at the very moment when our great university foundations are coming increasingly under the sway of business men with a predominantly utilitarian conception of education, when specialized technical schools are steadily encroaching upon the province of that "idle curiosity"—that pursuit of matter-of-fact knowledge for its own sake which is the distinguishing characteristic of the university

¹ Copyright Harper and Brothers (July, 1919). Reprinted by courtesy of Mr. Bruère and of *Harper's Magazine*.

proper—the keenest minds in the wage-working group should be insisting with increasing determination upon a liberal education for every boy and girl, every man and woman, as the indispensable qualification for democratic citizenship? Both in England and America they are clamoring for the extension of the period of compulsory school attendance from the age of fourteen to the age of sixteen and then eighteen as a preliminary to its ultimate extension through the college and university. The platform of the Labor Party of Greater New York, which fairly illustrates the educational aspirations of the most alert of the labor leaders both of America and England, calls for the creation of a national department of education whose head shall have cabinet rank; for the democratization of education government in the grade schools, colleges, universities, and libraries through the participation of labor and the organized teachers and librarians in the determination of new methods, policies, and programs; and the extension of the principle of free public instruction to colleges and universities. Just as the medical and legal professions have come to require a liberal unspecialized training of college grade as a prerequisite to professional specialization, so the organized wage-workers are demanding high school and college training in the liberal arts and sciences that “quicken the mental life” as a prerequisite to craft specialization.

The execution of such a program would, of course, involve an enormously increased expenditure upon public education. But these wage-workers insist that no other expenditure could promise a comparable return to a democratic community. They see the consequences of an undemocratic educational policy in Russia. They point to the dangers latent in the results of our own parsimonious educational expenditure—25 per cent. of the adult males in America illiterate; only six in a hundred of those claiming special trade experience experts; our industries shot through with ca’ canny, sabotage, and all the by-products of a sluggish mental life; our municipal, state, and even federal governments the easy prey of the demagogue, the ward heeler and the self-seeking politician; the instinct of workmanship and the inventive genius of the masses balked, paralyzed, deadened. And they argue, wisely as authorities like Dewey, Veblen, Marot, and Tead seem to think, that the spirit of creative workmanship cannot be effectively generated under the conditions of modern machine industry by early vocational speciali-

zation; that a general quickening of the mental life of all the people through the widest possible "increase and diffusion of knowledge among men" can alone release the craftsmanly instinct which is inbred in the race. The essential increased production of wealth and its more efficient distribution would follow, they believe, as it did under the quickening inspiration of the war, as the inevitable by-product of an education directed, not in the first instance toward concrete utilitarian ends, but to the liberation of the creative impulses which are the glory and the richest asset of mankind.

* * * * *

The relevance of these programs of political and industrial reconstruction is that they express the judgment of the most influential body of workers in England and America as to the practical means that must be adopted to make the realization of their program for the democratization of educational opportunity possible. The growing prestige of the fourth estate is the characteristic fact of our generation. What is conventionally described as the rise of the proletariat has been attended by a flurry of nervous apprehension among those who fear that the controlling motive of the workers is a kind of barbarian envy, a brutal desire on the part of the propertyless to possess themselves of the property which "superior ability" has allotted to others. We hear a great deal about the follies of "dividing up," of expropriation, confiscation, and reckless plunder as the insensate craving of this modern Samson who, in a blind effort to free himself, would pull the pillars of organized society down upon his own head. But a considerate examination of the workers' educational program should go far to still such fears in the minds of those who are themselves free from envy and luxurious self-indulgence. Men who dream of the democratization of knowledge, of science and the liberal arts as the chief end of civilized government will not ruthlessly destroy the recognized material foundations of civilized life. Rather they will seek to strengthen those foundations and broaden them. For it is their eager and instinctive hunger for the spiritual values of life that principally accounts for their growing insistence upon the extension of the democratic principle in industry, for the humanization of industrial processes, for the more equal distribution of the benefits that accrue from the national surplus. Their programs of political and social reconstruction are inspired by their realization that

it is only when all men are guaranteed equality of educational opportunity that any man can be certain of access to the spiritual banquet of life. They have been compelled by the conditions of their lives, as no other social group has been compelled, to accept Christ's Great Commandment as the first rule of political conduct.

Extract from "The Colleges and the Nation"¹

ARTHUR TWINING HADLEY
PRESIDENT OF YALE UNIVERSITY

[These brief extracts by no means represent the main points made by President Hadley; they are selected because they show his attitude towards the classics.]

One group of educational reformers would make the college course frankly vocational. They point out that the student of law or medicine or engineering, who has a professional motive, habitually works harder than the student of literature or history, who has only the ordinary college motives to dominate him. They believe that our colleges and schools would be better off if the subjects were so chosen that each pupil could see the relation between what he did and the class-room and what he was going to do in his life afterwards.

They also believe that this change would be good for the country. Both in peace and in war Germany had the advantage over the Allies, and particularly over England and the United States, in the abundance of technically-trained men at her command. In drugs and in dyes, in optical instruments and in air-planes, Germany could do things which we could not, because she had the men to do them; not a few individuals only, but large bodies of trained scientific workers.

All of these arguments are sound as far as they go. They prove the necessity of more technical training than we have at present. But they do not prove that technical training should be allowed to crowd out training in the duties of the citizen or the ideals of the scholar. The war has shown that if we had to choose between the two groups of subjects, the "liberal arts" taught in the colleges of America and England and France are more fundamentally necessary than the technical arts taught by Germany. The most enthusiastic American advocate of vocational training would scarcely be willing to have us purchase it at the price which the Germans have paid.

We shall undoubtedly provide more space for vocational training in the college courses of the future than we have done in the past. Particularly will this be true of training in medicine and other forms of applied science which involve education of the hand and eye as well as of the mind, and must

¹ Copyright Harper and Brothers (June 1919). Reprinted by courtesy of President Hadley and of *Harper's Magazine*.

be begun early in order to secure the necessary proficiency. But there is no indication that the American public will allow professional study to monopolize all the years of a student's freedom and thus destroy the usefulness of those years as a means of training for citizenship.

And what will become of the college life of older days, amid all these changes? This is a question frequently asked by graduates who recognize the trend of the times, but fear that the useful and thorough education which their children will obtain may result in driving the poetry out of school and college life. I do not think that there is any serious ground for such apprehension. The life of the college depends on the traditions and ideals of the place rather than on the subjects studied. Four years spent in a place of high intellectual standards, with chances for reading and opportunities for seeing distinguished men, have pretty much the same influence on the student, whatever the particular subject to which he may devote his attention. For more than a century Oxford has devoted itself to the classics and Cambridge to mathematics; yet there are no two institutions in the world more alike than Oxford and Cambridge. Particularly strong is this collegiate influence when a university enjoys, as Oxford and Cambridge have done, the benefit of beautiful buildings—a thing which Cardinal Newman rightly emphasizes as one of the most effective means of education which we have at our command.

Nor need the lover of the past apprehend that the study of the classics will disappear from the face of the earth. It is true that they can no longer claim the position of special privilege in the curriculum which they enjoyed a hundred years ago. They must take their chances with other subjects. But Latin, when rightly taught, is an invaluable instrument of general education. Good foreign language teaching is a necessary element in high school and college work; partly because it is easier to teach a pupil to read with exact attention in a foreign language, and partly because it is easier to give tests which make it clear that he has done his share of the work and is acquiring power as well as knowledge. There are only two foreign languages which any considerable portion of our high schools were teaching well—Latin and German. We shall develop good French teaching and good Spanish teaching in time; but for the moment the gap left by the disuse

of German must be filled by Latin or not at all. The prejudice against the study of German which has been created by the war has given Latin its chance. It is for the classical teachers to show that they are equal to the opportunity which lies before them.

The Classics and the "Practical" Argument¹

FRANK M. COLBY

(EDITOR OF THE INTERNATIONAL YEAR BOOK)

If I were a classical scholar, I should not rest my case on what is called the argument from practical life. It may be gratifying if one can cite a dozen bank presidents who are in favor of teaching the elements of Latin and Greek, but it is a short-lived joy. Some one before long will surely cite two dozen bank presidents who are against it. I have just finished reading the fifteenth article published within the last two years in which the writer rounds up in defense of the classics a considerable number of the politically, commercially, and scientifically successful persons of the moment. There are one President, two ex-Presidents, two Secretaries of State, and a handsome showing of administrators, bankers, heads of trust and insurance companies, engineers, mathematicians, electricians, economists, botanists, zoologists, psychologists, physisists, and chemists. This may have been a more bountiful and seductive list than any anti-classical man had produced at that moment, but it is not a more bountiful one than he could produce, if you gave him time. It contains fifty professors of science, both pure and applied. The man who could not within a week produce fifty-five on the other side would not be worth his salt as an anti-classical debater. Then the unfortunate writer of the first article would have to find five more, and thus the debate would resolve itself into a mad competitive scramble for botanists, engineers, business men, and the like, to which, so far as I can see, there would be no logical conclusion till they had all been caught and tabulated. And after this was all done, we should be just where we were when we started. For the success of these successful persons is not a successful test.

If the majority of them knew, what they never could know—that is to say that they presided, banked, administered, engineered, insured, botanized, and psychologized no better for their study of the classics, the question of the classics would still be as open as before. As human beings they were probably engaged during a considerable portion of their lives in doing other things than climbing into presidencies or directing banks or

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building bridges or organizing other human beings. If not, they were forlorn creatures whom it is not desirable to reproduce. As human beings their leisure was probably a matter of some practical concern to them. Statistics of success cannot decide a question that pertains to their personal leisure. I doubt if statistics of success can decide any question at all, when the standard of success is the vague, unstable, arbitrary thing implied in these discussions. Nobody wants his own life regulated by the way a chance majority of these successful persons happen to feel about theirs. Still less would he want his children to be brought up only to resemble them. Every plain person realizes that there is a vast domain of thought, feeling, and activity, including religion, music, poetry, painting, sport, dancing, among many other things that subsists quite independently of the good or bad opinion of any motley group of persons picked out by educators as successful at this day.

When they tell you that some railway manager thinks that Latin has helped him in his labors and that he stills reads Horace for pleasure, they are telling you nothing either for or against the study of Latin. Even an educator would not be any more eager to have his daughter learn to dance, if he knew that the chief justice of the Supreme Court had danced regularly through his career for its beneficial effects upon his profession, and was still dancing at almost every idle moment of the day just for the pleasure of it. He does not want the doings of the chief justice to mold his daughter's life in all particulars. He probably would just as lief she did not resemble in many ways that undoubtedly respectable person.

And the question of the classics is in this outside domain, whatever their casual relation may be to a random group of professional, business, and scientific activities. It may be that the best poetry in the English language is detested by the one thousand ablest executives in this country at this moment. Indeed, it probably is. But that has no relevance to a question of its value. Even in the wildest educational articles of the month, you do not find this fact advanced as a conclusive argument from practical life for the promotion of the detestation of poetry. Nobody takes the child aside and says "Hate poetry and up you go to the very top of the dry goods business."

But perhaps educators do not really attach any importance to this nonsense. They are, no doubt, more sensible than they seem. There is no use in taking the malign view of educators

that their personalities resemble their usual educational articles. They probably no not believe any more than I do in a neat hierarchy of success with the better man always a peg above the worse one, or that if you skim the cream of contemporary celebrities you will have a collection of more practical lives than if you had taken the next layer or the layer below that. Practical lives, as led in Germany during the last forty years or so, must begin to seem to them now somewhat visionary. And they can hardly retain a sublime confidence in the standards of success of thir own generation, which, though equipped with the very latest modern efficiency tests and appliances, nevertheless reverted overnight almost to a state of cannibalism. They probably would admit that instead of compelling the next generation to resemble the sort of persons that society has often permitted to become uppermost in this, it might be only humane to give it a fair chance of *not* resembling them. When you read the language of educational disputes tradition begins to seem a reasonable thing. Educational debaters argue with an air of mathematical certainty, as if working out an equation, and then produce a solution containing such hopelessly unknown quantities as the value of the opinion of fifty-seven more or less accidentally important persons as to the sort of lives all the rest of the world should live.

And I should take tradition rather than the word of Mr. H. G. Wells in his latest two novels on the subject of education. I believe the classical tradition had more to do with the making of Mr. H. G. Wells than any treatise on biology that he ever read. Mr. Wells has more in common with Plato than he has with Herbert Spencer, and it is because he writes more in the style of the *Phædo* than he does in the style of *The Principles of Sociology* that we read him. If Mr. Wells considers Plato a dull old fool, as he probably does, that has nothing to do with it. He has absorbed since his nativity a literature that has been steeped for many centuries in the writings of these old fogies he despises. In a sense they own him, so far as there is anything in him that is worth permanently possessing. Mr. Wells is essentially a very ancient person, but, being strangely incapable of self-analysis, he does not know how he came by a large part of his incentives and suggestions. That is why he has latterly so often moved in circles rediscovering old thoughts that antedate the Christian era, and thinking they were new. If an archeologist examined Mr.

Wells, he would find him full of the ruins of ancient Rome, and he is much the brisker writer for containing them. Nobody would be reading Mr. H. G. Wells today if he were a mere product of contemporary science. If he could have applied his theory of education to his own bringing-up he would have committed literary suicide.

A more obvious instance is that of one of Mr. Well's immediate literary ancestors. Samuel Butler in *The Way of All Flesh* is almost as ferocious toward Latin and Greek as he is toward fathers and mothers. He suggests no substitute for Latin or Greek any more than he suggests a substitute for the family, but he implies that all three should be abandoned instantly on the chance that substitutes may turn up. Now I know that the radicalism of Samuel Butler in respect to these and other matters is what mainly interests the modern commentator. But it has nothing to do with his permanent interest. Dozens of more radical writers can be found everywhere who are exceedingly dull. The value of *The Way of All Flesh* is in its texture—the weaving together of a thousand small things—and not in a few large, central thoughts. Essentially it is in the best tradition of the English novel. Also it is hopelessly entangled with the classics. He has to make his hero take honors in them at the university in order to get the muscle to attack them. He is a prize-fighter who knocks his boxing-masters down to show how little he has learned from them.

What to Do For Greek¹

PAUL SHOREY
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About a year ago, standing in Richmond before the stately monument to Jefferson Davis and the soldiers of the Confederacy, I observed a group of school children copying into their note books the lame English hexameters of the Simoni-dean inscription set there originally in defiant vindication of a lost cause, but now chiefly expressive of the essential soul of northern and southern, of Greek and American, patriotism. Here as elsewhere the profound human experience inevitably recalled to sensitive spirits its beautiful and definitive Greek expression. "Oblivion," said Lowell, "looks into the face of the Grecian muse only to forget her errand."

"Who will deliver us from those Greeks and Latins?" exclaimed the old French poet. Surely not the world-war, despite the endeavors of our enterprising colleagues of the school of education to exploit that blessed Mesopotamian word "reconstruction" for the suppression of Latin and mathematics and the installation of such practical, scientific, experimental, and excitingly adventurous subjects as social control—no, I have confused my "controls"—I mean muscular control of the voluntary wig-wagging of the ears:

There was a young man who said, "Why
Can't I look in my ear with my eye?
If I set my mind to it
I'm sure I could do it
You never can tell till you try."

But it takes all kinds of people to make a world, and meanwhile other young men were carrying pocket-copies of Homer and Horace into the trenches, reading Herodotus with fresh zest on the Mesopotamian front, writing home to plan the completion and publication of dissertations that would "settle *hoti's* business and properly base *oun*." And to consecrate

¹ Reprinted from *Classical Journal*, (October, 1919), by courtesy of Professor Shorey.

the memory of some of them who will never come home in the flesh, the century of the new reformed education again remembered Simonides.

When you go home tell them of us and say,
"For your tomorrow they gave their today."
Tell England, you who pass this monument,
We died for her and rest here well content.

Well, what does that prove? as the eminent mathematician said of *Paradise Lost*. I am not yet undertaking to prove anything. I am telling you, slightly elaborated and idealized in the retrospect, some of the reflections excited in my mind by that Simonidean inscription. With a teacher's eagerness to share and impart these great thoughts I turned to the school children and volunteered the information: "The inscription which you are copying is from the Greek." "Is that so?" was the reply. "It's Creek, is it?" They had heard of the Creek Indians, but toward Greek their attitude was that of the mediæval monks, whose sole comment on Greek quotations in Latin manuscripts was: "Græcum est non legitur."

This anti-climax, this comic contrast between the Greek professor's reflections and the children's response, points the paradox of the present situation of Greek. While the nominal study of Greek has been suppressed in the high school, and the classes are dwindling in the colleges, our universities have developed a scholarship which we never possessed before, and which it would be a pity to starve and let die at the very time when the world needs it most. For in the breakdown and reorganization for practical necessities of the European education it is not altogether fanciful to suppose that it may prove to be the temporary mission of the American university to carry on that torch of Hellenism which Italy, France, England and Germany had borne in turn. Though the Greek scholars of America are all too few, though they are unorganized and accustomed to dependence on Europe, the achievements of the past twenty years show that with reasonable encouragement they are not altogether inadequately prepared to sustain this rôle. The maintenance and development of this promising but as yet precarious school of the new Greek scholarship were only a feather in America's cap, merely a decorative inutility, it might still be urged that America could well afford it. Our expenditure on chewing gums would pay for all our Greek departments three or four times over. The trustees

of our great universities as intelligent and practical idealists appreciate the truth which I have ventured to emphasize by this homely illustration. It will, I believe, be their policy to support the new Greek scholarship of America regardless of the size of the classes.

America is very large and has many universities. The demand for really well trained Hellenists will for some years exceed the supply, and no young man who feels the vocation, who is conscious of the ability to make of himself a genuine scholar and teacher, need fear that he will miss the scholar's reward of an assured, if somewhat ascetically measured, competence. This is the aspect of the Greek question which first presents itself to one who has taught only graduate students for the past twenty years. But I need not say that it is not the Greek question. Quite apart from the danger that the ambitious superstructure must ultimately collapse if the supports from below are withdrawn, it is the Hellenist's faith that Greek studies differ not merely in degree but in kind from Oriental and other philological and antiquarian pursuits. By virtue of the intrinsic charm and stimulating power of the Greek language and literature, and by reason also of their historic influence on the actual course of European thought, the place and the function of these studies in modern education can never be reduced to that of a narrow specialty cultivated by a few experts occupied solely in training up their successors. They must in some reasonable measure enter into what for lack of a better name we describe as "general culture" and "liberal education." This obviously does not mean the reinstatement of a universal requirement of Greek in colleges and high schools. It does mean keeping the doors of opportunity open; in Lowell's vivid phrase, "giving the horse a chance at the ancient springs before concluding that he will not drink." I am not concerned in these brief limits with educational machinery, but with the spirit in which it is to be worked. The distractions, the necessities, the solicitations of modern knowledge, are infinite. Every thoughtful classicist is aware that many students have no time for classical studies and many others no aptitude or taste for them. But he also knows that the perpetual, unfair, and unreasonable disparagement of them by newspapers, schools of education, deans, fanatical modernists, pseudo-scientists, and, alas, some real scientists who cannot see that the old issue of science and

classics is dead—that all this deters and discourages students who have the time and could soon acquire the taste. In our busy modern world the direct study of Greek must be increasingly left to those whose instinct divines the best and whose aspiration will acquiesce in nothing less. Though the percentage of these may be relatively small, in our huge America they are collectively many. And what the Hellenist asks is that these instincts be not suppressed and these aspirations thwarted by unfair and invidious suggestion. Apart from all questions of machinery he wants in our schools and colleges a temper, a tone, a spirit, an atmosphere, in which the study of the world's longest-lived and most beautiful language and most original and most influential literature can live. So much an intelligent modernist professor of education or scientific man ought to concede even when most irritated by the polemical petulance to which the strain of a perpetual defensive sometimes tempts the classicist in his written or spoken discourse.

For, controversy aside, all reasonable educators would wish every study, every intellectual interest, to have a place in the curriculum fairly proportionate to its real significance for our present life and culture. Greek is merely the most conspicuous example, the type of all the cultural studies whose value and place in the curriculum have fluctuated most widely and which are now threatened with extinction by the so-called practical spirit of the age and the temporary unsettlement of all spiritual values by the Great War. For the Revival of Learning Greek meant not only culture and discipline, but progress, philosophy, and science. Since the Renaissance there have been times when in the prescribed curricula of English and American colleges Greek claimed an attention disproportionate to its real relative significance. That is ancient history. It is quite certain that now, as a result of the controversies of the past fifty years and the consequent unfriendliness of schools of education and too many teachers of science, Greek studies are unreasonably depressed in our schools. Discussion will not cease until something like the right proportion is restored. The Greek question will not down. It cannot possibly weary my audiences so much as it does me who have several times said my say carefully and explicitly in print. I had infinitely rather interpret the platonic philosophy and write articles on *dé ge* than deliver apologies for the classics and read lectures on the Greek genius. But that is beside the point. Whether

I or another bear the burden and give the offense, the debate will continue till the matter is "settled right," and a reasonable adjustment established. Individual Greek professors may cynically retire into their shells and perfect their theory of the irregular verbs in the confidence that their chairs will last their time. Particular audiences may be bored to extinction with disquisitions on the Hellenism of the Greek genius. Individual modernists may ask why, since Greek is obviously moribund, it is so shamelessly long in dying, and why can't it be decently buried and disposed of. Individual professors of pedagogy may be exasperated to the verge of profanity by our insistence on reviving what they deem a dead issue. It will nevertheless always be revived by somebody and the discussion will go on. It would be revived even if the study of Greek were altogether extinguished in a complete collapse of culture and a new dark age and we had to begin all over again with a new Renaissance. Greek, is in short, too fine and big a thing for the human spirit willingly to let die.

The proof and confirmation of these assertions is the theme of the typical plea for Greek which was delivered by Muretus in his inaugural lecture on Plato at Rome in 1573 and will be delivered by some New Zealand or Fiji Island professor in 2573. Perfunctorily repeated in conventional rhetoric and unconvincing tones this plea is a weariness to the flesh. Renewed by inmost conviction and genuine knowledge it will interest and almost convince a modern audience. In the opinion of the judicious we have had the best of the argument in the past ten years. The check to a practical reaction in our favor is the lingering doubt whether in the press of more imperious needs the modern student has time for Greek. I can only indicate two of the answers to the difficulty which I expect to elaborate elsewhere. One of these is a debater's point and the other a more substantive consideration. The obvious and conclusive debater's point is that the uselessness of Greek can be urged only in favor of a curriculum that includes no studies equally useless in the lower sense of the word utility. A rigid curriculum in physical and technical science may consistently exclude Greek on this ground. No curriculum that admits the older literatures of England, France, or Italy or any serious and considerable study of literature, philosophy, or history can.

The substantive point is the neglected consideration of the value of even a little Greek. Here I can only outline reasons which I hope to work out in a monograph. To weigh the considerations on the value of a little knowledge, which are common to all studies—a little Greek imperfectly remembered may be of practical use in several specific ways. If properly taught it may make Homer a possession for life, and vivify and make real the enormous and growing modern literature of interpretation and criticism of Greek things. It gives some sort of a key—the ability to use a dictionary at least—to the immense and ever-increasing technical and scientific vocabulary derived directly from the Greek. I developed this topic before an audience of eminent physicians last winter and had no difficulty in convincing them—or rather their own experience convinced them. There are, as I remember, thirteen consecutive double-columned pages in the *Century Dictionary*, every word of which is Greek. A day rarely passes in which my reading does not present me with a new technical term that I understand from the Greek. And do not answer me that I am a specialist. My argument is that the possessor of even a little Greek is in a better position to look up and understand the meaning of such a word than he who knows none. Third and lastly, even a little Greek is some sort of key to the longest-lived continually spoken and written great language on earth, and one whose influence in eastern Europe and the United States is on the increase. The shop signs in Khartoum are Greek. On the wharf at San Francisco I understood a proclamation to the Greek emigrants by means of a word which I had never seen elsewhere except in Homer. And do not tell me that this little Greek is forgotten and that mental discipline is a myth. For I have read in Professor Calparède's *Experimental Pedagogy* that the pedagogical psychology which you have forgotten will still do you good, and I have learned from Professor Thorndike that the manipulation of educational statistics trains the mind in quantitative methods generally, and I have been taught by a professor of vocational education that a high-school course in typewriting, even though it is never used in after-life, remains a valuable discipline in accuracy.

But conceding all this, you ask what is to be done. I have no panacea, and do not believe in the discovery of royal roads to culture and education. Pestalozzi was convinced that our

present studies do not require one-tenth of the time or trouble we now give to them. And sentimentalists, charlatans, rhetoricians, and denunciatory reformers unscrupulously repeat similar exaggerations. The *Education of Henry Adams* avers that he could learn by rational methods more Latin and Greek in a few weeks than the Latin school and college taught in many years. There is bad teaching of Greek, as of all other subjects. By all means let us teach it better, more effectively, more spiritedly. I have been trying to do so for thirty years. The most popular type of article in educational journals is "How I Taught Beginners' Latin or Xenophon's *Anabasis* Better Than It Was Ever Taught Before." But I have no time to tell you how much better than anybody else I am now teaching Homer and Plato in the University of Chicago's summer quarter. No matter how well we taught, the second most popular type of educational article would be the denunciation of the dry-as-dust gerund-grinder who never gave the spirit of the classics but only drilled on the verbs in-*ni*. It is an established convention and an irresistible theme of rhetorical variations. Seneca nearly two thousand years ago anticipated Mr. H. G. Wells and a certain eloquent Ohio superintendent of schools in the complaint that we have professors of everything except of "life." And to skip intervening examples, Mr. Winston Churchill, after denouncing the teachers who made him hate Vergil and the Greek classics, tells how during an excursion of the Bureau of University Travel "I saw framed through a port-hole rose-red Seriphus set in a living blue that paled the sapphire. . . . In that port-hole glimpse a Themistocles was revealed, a Socrates, a Homer, a Phidias, an Aeschylus, and a Pericles—I saw the Roman Empire." No reform of our teaching will enable us to compete with so cheap and expeditious a crystal-gazing apocalypse as that. And such specific recommendations in practical pedagogy as experience suggests to me I must reserve for other occasions and ampler space.

Apart from improved teaching, the only practical thing to be done for Greek is the creation (in the high school and college) of the atmosphere of which I spoke—an atmosphere in which Greek studies can live. That rests not with the teachers of Greek, but mainly with the teachers of Latin and English. They can do it if they choose. And it is surely for their interest in both the higher and lower sense of the word

that they should choose. It is superfluous to remind trained Latinists of the interdependence of Greek and Latin studies and of the relation of every phase of Roman life and literature to some Greek source of suggestion and inspiration. They know this, and when they leave the university they intend to act on it. But in the practical routine of teaching they sometimes succumb too easily to the pressure of a hostile environment, and allow their natures to be subdued by the material in which they are compelled to work. You are teaching Vergil. Your superintendent has written a book. Most of my pedagogical enemies have written books which I have read, and this particular superintendent says—I quote verbatim: “A teacher of Latin read to his pupils the *Houseboat on the Styx* in connection with the reading of the Aeneid. It was good fun for them all and never was Vergil more highly honored than in the assiduous study which these young people gave to his lines. They were eager to complete the study of the lesson in order to have more time for the *Houseboat*.”

This somehow irresistibly recalled the plowmen on Achilles' shield who received a beaker of wine at the end of each furrow and then turned back eager to arrive at the end of the furrow. Do I need to explain why I hope that you will not follow the line of least resistance and the pedagogical methods approved by this official expert? Granted that a few selections from the *Houseboat on the Styx* might, in default of anything better, enliven a class in Aristophanes' *Frogs* or Lucian's *Dialogues of the Dead*, is it not obvious that this trivial travesty is fatal to the mood and spiritual temper of a classroom that is to appreciate the serene, pathetic, and elegant poetry of the mage Vergil? But that is by the way. The main consideration is that the time to be spared from construing is limited, and instead of wasting it on the *Houseboat on the Styx* you might use it to read and explain to the class typical selections that would illustrate how Vergil summarizes and distils all the culture of the Greek centuries that preceded him and transmits it to the mediaeval and English centuries that were to follow him. If you do this pedantically and in excess and in slavish imitation of university methods, you will confuse and bewilder your students and waste time that is needed for the main business of learning Latin. But if you do it temperately and with discretion, though some of the class may stare stupidly and wonder what you would be at, you will in

the end have your reward. Continued faithfully, a little at a time through the year, such teaching will kindle the divine fire of literary appreciation in the minds of some of the class at least, it will give them some dim apprehension of the unity of European literature and of the human spirit—and, what is more to our present point, it will probably induce two or three of them to elect beginning Greek in the Freshman year of college. In other words, instead of trying to make Latin interesting by mere tricks and entertainments that divert the mind from the real values that make it worth while to study Latin at all, we should seek interest—of course after the direct understanding and enjoyment of the text—in the appreciation of Latin as the unifier of all cultural history and the mediator between Hellenism and the modern world. This has an ambitious sound, but I assume a little common sense in the application.

At any rate, it is for the larger interest of teachers of Latin and teachers of English to teach in this way with some consciousness of the relation of their material to the Greek tradition, not merely in order to do something for Greek but in order that they may save themselves. It is possible that, whatever happens to Greek, the mechanical teaching of Latin and English will last your time, and you will continue to draw your salaries. But I assume that you take a more generous and liberal view of educational policies than that. And from this higher, broader point of view it is quite certain that the temper of jealous obscurantism which exults in the prospect of the extermination of the last survivals of Greek from the high school will in a few years destroy any teaching of Latin and English literature in which a truly refined and cultivated spirit could take refuge. The Bolsheviks of modernism propose to destroy all the vested interests of the humanistic tradition, all the capitalization of our historic culture by the repudiation of our debt to the past, the demonetization of all poetic gold that has stood the test of time, and to flood the schools with the fiat paper currency of the journalistic literature of the hour and the text-books of the pseudo-sciences. Were I to publish this address, the austere Hellenists of the *New Republic* would perhaps again deplore the failure of Greek *sophrosune* and Horatian urbanity in an unworthy spokesman of academic culture. But whatever may be thought of the elegance of its perhaps too curious elaboration, the logic of this

little allegory runs exactly parallel to the facts. There is no phase or phrase of the imagery which I could not justify by quotations from the books of men prominent in the official world of education today. Greek is only a symbol, a pretext, and the first point of attack. What they desire is the suppression of all intellectual distinctions in every sense of the word "distinction." They would abolish all studies that they do not themselves understand or appreciate—a large order. They do not wish anything taught in their schools that would spoil the student's taste for their textbooks, or teach him to challenge their logic. They call this debasing of the intellectual and educational currency giving the public what it wants and meeting the pupil on his own level. But what they really propose is to give the public what *they want* the public *to want* and to meet the pupil on the level of the undisciplined and lower selves of the inferior half of the class. Again I shall be rebuked for intemperate exaggeration. But I am aware of the exceptions. There are of course many refined and cultivated men who from carelessness or prejudice make common cause with the assailants of all humanistic culture.

There are still more who in the presence of a critical audience will hedge and qualify and try to express themselves with the apparent sweet reasonableness of President Eliot. But what do they say when they go before a State Legislature, or a meeting of the rustic teachers' association, or in the class rooms of the school of education? Some of you know by bitter experience. And I have read and analyzed too many of their books to be deceived in their prevailing temper and purpose.

"The principal of the great western high school," writes a notorious Bolshevistic popularizer in a book on the new education, "which housed nearly two thousand children pointed to one room in which a tiny class bent over their books. 'That is probably the last class in Greek that we shall ever have in this school,' he said. 'They are sophomores. Only two freshmen elected Greek this fall and we decided not to form the class.' What do you suppose is that writer's and that principal's real opinion about Vergil, and the "waning classic" Dante, and Milton, and the relative merits of Shakespeare and Bernard Shaw, and "such literary sawdust" as Burke's "Speech on Conciliation," "The Ancient Mariner," and "Lycidas," and for that matter about Tennyson, Matthew Arnold

or Lowell? But I don't need to suppose, for I have the evidence in print and only lack of space prevents me from submitting it to you.

There is nothing that we Greek teachers can do for Greek except guard the fire within, teach as well as we can, and amuse our leisure by "gunning for" pseudo-scientists. The woods are full of them, and the entire year is open season. If we can once get into the minds of our colleagues of the physical sciences our seriously meant distinction between science and pseudo-science, we may prepare the way for an alliance that may preserve not merely Greek, which is incidental, but the disciplines and cultures of which Greek is now only a symbol. But until our scientific colleagues have laid aside the prejudices of now-obsolete controversies, the main line of defense will be held by the teachers of Latin and English. There are enough of you to resist the encroachments of the spirit that has destroyed Greek and is now preparing to debase and vulgarize and enfeeble you. You can if you choose influence the plastic minds of the children committed to your care. You can create and maintain in your schools an atmosphere that will preserve your studies and may reinstate Greek. You need not unless you choose in spirit serve and obsequiously obey the dictators

Who con their ritual of routine,
With minds to one dead likeness blent,
And never even in dreams have seen
The things that are more excellent.

But to achieve this freedom and this influence you must yourselves be and embody all which you would impart. And you must not be discouraged by the unfriendliness of your environment or the recalcitrance of your material. Never was there a greater falsity than the current commonplace that it is impossible to teach literature. Creative literary genius is of course incommunicable. But the sense for literature in its power to refine and ennoble feeling, to criticize and transfigure life and dignity mortal suffering and frailty, can be gradually but surely imparted by anybody who has rightly learned to appreciate it himself. You cannot do this all at once and for everybody, but you can in the long run and for enough to be richly worth while. It is a pernicious half-truth

that inculcates the necessity of meeting the student on his own level. In practice it means meeting him on the lowest common level of the relaxed self of both teacher and pupil. If you have a higher self and a higher level to exhibit day by day in the classroom, there is something in the soul of the pupil that will in the end respond despite the new sophists who, like the old, proclaim that the sunlight only dazzles the practical vision and that it is better to hug your chains contentedly amid the shadows of excellence down in the cave of Philistinism. To all such let your answer be:

And still doth life with starry towers
Lure to the bright divine ascent;
Be yours the things ye would, be ours
The things that are more excellent.

Does Education Mean Happiness?¹

It is a specious and a shallow saying of the conservative thinker that to make the many wise is but to multiply misery. To fill a man doomed to navvy's toil or the dullest routine with Platonic dreams and liberal aspirations is to mock his chains. Why bring beauty to the caged clerk and leave him to mourn her violation? Did not those very Greek philosophers, of whom our sentimental Democrats are apt to discourse so fondly and so ineptly, segregate the herd of artisans from the fair and fine? They knew well the truth which Pope rhymed later for our guidance, that short draughts from the Pierian spring are the most fatal intoxicants, that culture to be culture at all must be complete, and that the learned illiterate is the most hapless of beings.

Thus the argument runs and those who, in Lord Morley's striking phrase, hold 'a vested interest in darkness,' are only too eager to use this screen against the insurgent rays. Many and various are the answers made to the charge, and yet another is forthcoming in a little book of recent publication. Mr. Harold Begbie in his *Living Waters* (Headley Bros.) has jotted down a series of interviews with workers of many types, a clerk, a doorkeeper, a collier, a Leeds Bolshevik, a Birmingham Ruskinian, all of whom describe for him the invasion of thought and learning in their souls. It is a plea for the energies of the Workers' Educational Association, a journalist's plea if you will; but the interest of the book lies in the revelations of the talkers rather than in the comments of the listener. And so far from supporting the conservative assertion that book-learning brings only misery to those in poverty, the general verdict justifies adult education on grounds that would satisfy the strictest utilitarian. For those men, at any rate, communion with the wisdom of the ages and the beauty of the world has not made their workaday lives intolerable. Rather has it so widened their gaze and increased their responsiveness that only by this communion can life be endured. Their ignorance was never bliss: their wisdom has never been folly. The Pierian spring has never quenched a raging thirst and brought happiness without frenzy, joy without reaction.

The word education suggests always to the British mind something hard and unlovable. Mention the word and we

¹ Reprinted from *The Living Age* (February 8, 1919) by kind permission of the editors.

visualize a dreary room, bare forms, meaningless maps, and textbooks of jejune erudition, mere compendia of trivialities. That dread adjective 'educative,' clumsy and cacophonous, brings with it shuddering memories and dark imaginings: we think of stories with a high moral tone, topographical cinema films, lectures on the ant, and football for character's sake. Of all nations we are the most apt to call whatever we are doing our duty and to frown on any admission that we are enjoying it. It is typical of our ingrained Puritanism that we are always stressing the ethical side of education, never the hedonistic. Small wonder that education is unpopular, for there is nothing the public schoolboy hears more of and more heartily detests than the eternal chatter about character. If he is always being told that the object of his cricket is not the thrill of a well-timed drive nor the ecstasy of bowling an unplayable over, but the splendor of combination and 'playing the game,' if Vergil is presented to him not as poetry but as a mental gymnasium, wherein the difficulty and drudgery will bring out his perseverance, he will soon be equally exasperated with compulsory athletics and compulsory *Æneid*. The utilitarians made a tremendous assault on the permanent British assumption that happiness is something to be ashamed of, and in the end they failed. The assumption stand, and nowhere more firmly than in the class-room. We must seek truth to be good: we must seek truth to be rich and to be respectable; but we must never seek it to be happy.

Yet against the conservative argument that education, save for the elect, is a short cut to misery and against the ascetic argument that happiness being a snare should never be the goal of education, the results achieved by the W. E. A. are a permanent refutation. Once and for all it has been proved that the quest and capture of truth has been a source of real and abiding pleasure, not only to the academic few strutting it in some riverside hencoop of the Muses, but also to the nameless many, colliers and clerks, weavers and wives, snatching half-hours in seemingly impossible conditions in order to fling their net upon the flying joy. The case for the playing-fields of Eton does not rest upon the hope that the future administrators of the Empire will never do what is 'not cricket.' Nor does the case for extending adult education rest upon such grim phrases as 'betterment,' 'purer social order,' 'amelioration of existing conditions.' True, these things matter; but the

cases rest fundamentally upon a simpler and a nobler word, Happiness.

It may seem strange to the academic mind that the pursuit of knowledge and of truth as something good in itself should need any justification. Yet such a defense is gravely needed. Education is in danger to-day because it is being so much belauded. Its praises are sung in Philistia and reëchoed in the cities of men. We must seek truth and ensue it, but not as an end. We must study history in order to be better imperialists, we must study science to increase production, we must study languages to control new markets and engineering to 'speed up' anything that is not already rattling itself to death. Education is becoming popular. We are at last setting out to capture truth, and we may end by merely capturing trade.

Technical education is necessary, and no balanced critic would disparage it. Ethical education is necessary and no sane citizen would see it banish. But most necessary now, because most neglected, is truth for truth's sake. Let us not in our commercial ambition and moral zeal forget the joy of knowledge. And what a creative joy it is! A knowledge of history may seem dull enough, yet it can turn a few odd hours in some old English town from a boredom to a pilgrimage of pleasure. Give but a slender pile of facts and a mere spark of imagination, and what a flaming beacon may not be kindled by things so common as an old earth fort, a Roman road, a Norman castle, some pots and pans, a harbor of the old adventurers, a town of the mediæval woolmen forgotten in the western wolds. It needs but a little history to set the plainest things teeming with suggestion and to render them fruitful in ideas. Science we may need be civilized, but also to be happy. A country walk may be good enough with its gift of air and health, but it becomes an infinitely richer thing when the secret of the birds and the flowers, the reason for their coming and going, the chart of their seasons and the conditions of their flourishing are known to the passer-by. Then not only are the senses medicined with the sleepy charms of the air, but every glade becomes an adventure, the movement of every beast a challenge to further understanding. Who has dipped into the lore of the earth finds gold in every quarry: who has read the ways of the birds finds joy unspeakable when by his own espionage he can disprove the wisdom of the books and yet add another pebble to the pyramid of truth. Pedantry kills: the classifying specialist with his hoard of specimens and musty Latinity is the

very miser of mental treasure, mistaking in true miser's fashion the sorry means for the noble end. But ignorance is not a whit better. Creative knowledge, fact kindling fancy—here lies the form and body of culture and this true education brings.

Never was there a time when men were more busily scheming and dreaming for the future: never, therefore, a time when men should have a clearer knowledge of the end they desire and be less easy prey to catchword and confusion. Big words are on every lip and big ideals in every mind. Only let them be clear. We talk of happiness and welfare: let us have them clearly defined. If happiness be the emotional companion of free functioning in response to the call of normal instinct and desire, if it be the by-product of unrepressed energy and balanced self-determination, then the happiness we aim at must include the free activities of the mind. Knowledge and thought must be recognized as being as essential to life as food and movement: they must be treasured as ends, not as means. Thus education will be released from its ancillary position. No longer will the teacher be one who only opens the road to riches and position, or even to the negative virtue of "good form:" he will no longer create only paths to the good life; but the good life itself. He will show to all and sundry that, be their handicraft what it may, there is a pleasure of knowledge and a happiness in understanding. He will recognize that while education is concerned with making efficient workers and competent citizens, its highest function is the creation of good and happy men. And happiness can exist only in individuals. Call the State what you will, organism or mechanism, person or fiction, godhead or devil: it remains a collection of individuals, and all the philosophy of the world will not make it otherwise. The end being happiness, and happiness being free activity, the individuals of the truly great community will seek truth and love it as naturally as they seek food and sleep and life itself. Truth, in Milton's simile, is ever born a bastard into this world, hated and despised. There are many still to revile her, many to crush her, but among the legions of the oppressed there are some, it seems, who, outcasts themselves, have made friends of this outcast and found her company enchanting. They sought her for no gain, nay, even lost by the search. But they were faithful, and perhaps they will soon have many followers; and small wonder when men learn that she, who once seemed most drab and most severe of maidens, is in reality most radiant and kindly.

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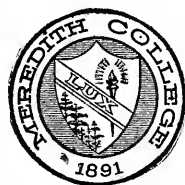
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Calendar for Year 1920-1921

Sept.	7.	Tuesday	FIRST SEMESTER begins. Examinations for making up conditions and deficiencies.
Sept.	7-8.		MATRICULATION and REGISTRATION of all students.
Sept.	9.	Thursday	LECTURES and CLASS WORK begin.
Nov.	25.	Thursday	THANKSGIVING DAY; a holiday.
Dec.	13.	Monday	Examinations for making up conditions and deficiencies.
Dec.	17.	Friday	3:30 p. m. CHRISTMAS RECESS begins.
Jan.	4.	Tuesday	8:30 a. m. CHRISTMAS RECESS ends.
Jan.	11-19.		FIRST SEMESTER examinations.
Jan.	19.	Wednesday	MATRICULATION and REGISTRATION of new students.
Jan.	20.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb.	3.	Thursday	FOUNDERS' DAY; a half holiday.
March	29.	Tuesday after	EASTER; a holiday.
May	2.	Monday	Examinations for making up conditions and deficiencies.
May	12-21.		SECOND SEMESTER examinations.
May	21.	Saturday	STUDENTS must submit to the dean their schedule of work for 1921-1922.
May	21-24.		COMMENCEMENT.

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†Died January 9, 1920.

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*On leave of absence 1920-1921.

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EUNICE KENT HOMEWOOD,

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Appointments—PRESIDENT BREWER, MR. FREEMAN, MR. BROWN.

Athletics—MISS ROYSTER, MISS HORN, MISS BOST.

Bulletin—PRESIDENT BREWER, MISS COLTON, MISS STEELE.

Catalogue—MR. BOOMHOUR, MISS LAW, MISS TEAGUE.

Classification—THE DEAN, with the heads of the departments.

Executive—PRESIDENT BREWER, DEAN BOOMHOUR, THE LADY PRINCIPAL, MISS POTEAT, MISS C. ALLEN.

Grounds—MISS POTEAT, DR. CARROLL, MR. FERRELL.

Lectures—PRESIDENT BREWER, MISS COLTON, MR. FREEMAN.

Library—MR. FREEMAN, MISS C. ALLEN, MISS LAW.

Public Functions—THE LADY PRINCIPAL, MR. BROWN, MRS. FERRELL.

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Recording Secretary—MRS. R. M. SQUIRES.....Wake Forest, N. C.

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Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

By the last treasurer's report, May 1, 1919, the value of the college grounds and buildings was \$264,000, and of the equipment \$46,050, making a total value of the real property and equipment of \$310,050. The productive endowment, by the same report, was \$135,746.97, the non-productive fund \$28,600, and the deferred endowment \$15,000, making a total endowment fund of \$179,346.97, and a grand total of \$489,396.97. By the bursar's report of the same year the receipts from students and miscellaneous sources, with assets, were \$89,798.63. The General Education Board has recognized the worth of the college by voting aid to the endowment fund.

As a result of the South-wide campaign to secure seventy-five million dollars for all objects fostered by the Southern Baptist Convention Meredith College will secure funds for a considerable increase in endowment and equipment.

Location

Meredith College is admirably located in Raleigh, the educational center of the State. The number of schools and colleges is due not only to the broad educational interest centering in the state capital, but also to the natural environment

and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is 365 feet above sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts.

The college itself is in the center of the city, near the Capitol, and only a few blocks from the State and Olivia Raney libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle, respectively; churches of other leading denominations are also near. Among the many advantages of college life in the capital city is the opportunity of hearing concerts and important addresses by distinguished speakers in the city auditorium and of attending the meetings of the state legislature, the annual meeting of the North Carolina Literary and Historical Association, the State Social Service Conference, and other noteworthy gatherings.

Buildings

The college has at present ten buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and six cottages.

Main Building, completed in 1899, contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms and dining room.

Faircloth Hall, built in 1904, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building, purchased in 1913 and first used in 1914, contains the lecture room and laboratories of the department of Home Economics, and the president's living rooms.

East Building, purchased in 1899, contains dormitory and dining rooms.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bath rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

North and South cottages, purchased in 1900, the Person Street cottage, purchased in 1916, and the Adams cottage, purchased in 1919, are heated by stoves or grates, but in other respects are equipped like the other buildings.

The regulations for all buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the college year.

Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals, and apparatus for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is of much service to the department of science.

Library

The library is in charge of a trained librarian and is scientifically classified and catalogued. Four hundred and fifty-six volumes have been added to the library during the current year.

There are seven thousand volumes and nineteen hundred pamphlets in the library. These have been selected by heads of departments and are in constant use by the students. Seventy-nine magazines, sixteen college magazines, and seventeen newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library, of some fourteen thousand, and the State

Library of fifty-two thousand volumes, are open to students, and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and southern history.

Religious Life

All boarding students are required to attend the religious services which begin the work of each day and to attend Sunday School and church on Sunday mornings eighty-five per cent of the time, unless excused for special reasons.

The Young Women's Christian Association is the largest voluntary student organization in the College. The work and direction of this body are under the management of the students, assisted by a faculty advisory committee. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night and, in addition, there is a short prayer meeting every morning. The first meeting in each month is set apart for the subject of Missions, and is in charge of the Young Women's Auxiliary, which has been organized as a part of the Young Women's Christian Association of Meredith College. This organization directs the mission work of the Association and assists the other Young Women's Auxiliaries of the State in the support of Miss Sophie Stephens Lanneau, a Meredith graduate, who is now a missionary in Soochow, China. Besides Miss Lanneau, there are seven other former Meredith students doing mission work in foreign fields.

Bible study and mission study classes, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the student a more thorough knowledge of the Bible and of mission work. During the past year there has been a Student Volunteer Band of twelve members.

Government

A system of student government prevails in the college, the basis of which is a set of regulations submitted by the faculty and adopted by the students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life; and any who are not willing to be guided by them should not apply for admission to the college.

Physical Education

All students when entering college are given a physical examination by the resident physician and physical director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, volleyball, and archery, and a well-equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

All students, except seniors, are required to exercise four half-hours a week from November first to April first. As far as possible students are organized in classes according to the number of years that they have had the work. Basketball, volleyball, or tennis may be substituted twice a week for the regular class work.

Students are credited in the physical and field work on the basis of faithfulness and punctuality.

An annual exhibition of the class work is held in April, and ribbons and letters are given upon the basis of proficiency. At

the close of the inter-class basketball games letters are awarded to the five best players. A handsome silver loving cup is also offered yearly to the team winning in an inter-class basketball contest. To the champions of the inter-class tennis tournament letters are awarded.

The athletic committee of the faculty, with the physical director, has control of all field sports.

Hygiene and Care of the Sick

Once a week during the year the physician in charge lectures to the student-body on general hygiene and the care of the body. For six weeks in the second semester these lectures embrace "First Aid to Injured" topics. Every student is required to attend these lectures except in her junior and senior years.

The physician in charge holds office hours at the college, at which time the students may consult her upon all subjects of hygiene or relative to their personal health. The general laws of health are enforced so far as possible. It is the purpose of the college physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions.

The food of the sick is under the direction of the physician and nurse.

Literary Societies

There are two literary societies, Philaretian and Astrotekton, meeting every Saturday night. These societies are organized to give variety to the college life and to promote general culture.

For the session 1920-1921 students will be allowed to select the literary society which they wish to join; provided, that no more than three-fifths of the total society membership shall belong to either society.

Each society offers a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton

Society is the gift of Mr. Paschal Andrew Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

By the College

The Bulletin.—This is the official publication of the college, and appears quarterly. It will be mailed to any address regularly upon request to the president.

By the Students

The Acorn.—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the business manager of the subscription price, one dollar.

Oak Leaves, the college annual, is published by the literary societies. Any one desiring this should communicate with the business manager of the annual.

Chapel Speakers and Other Lecturers (1919-1920)

- | | | |
|------|-----------|---|
| Oct. | 1, 1919, | Hon. Robert Nirwana Simms— <i>The Need of the Seventy-five Million Campaign</i> . |
| Oct. | 2, 1919, | Mrs. Robert Nirwana Simms— <i>Woman's Part in the Seventy-five Million Campaign</i> . |
| Oct. | 3, 1919, | Miss Bertha Carroll— <i>Organization of the Seventy-five Million Campaign</i> . |
| Oct. | 4, 1919, | Dr. James B. Turner— <i>Stewardship</i> . |
| Oct. | 5, 1919, | Mrs. W. N. Jones } <i>The Y. W. A. and Its Work.</i>
Mrs. Foy Willingham } |
| Oct. | 25, 1919, | Col. Albert L. Cox— <i>Theodore Roosevelt, the American</i> . |
| Oct. | 31, 1919, | Dr. William F. Powell— <i>Calling Out the Called</i> . |

- Nov. 9, 1919, Miss Adele Ruffin, Colored Industrial Secretary—*The Colored Girl*.
- Nov. 23, 1919, Miss Elizabeth Gaines—*Girls*.
- Nov. 28, 1919, Dr. T. W. Galloway—*Sex Hygiene*.
- Jan. 11, 1920, Mrs. Thomas W. Bittkett—*Industrial Democracy*.
- Jan. 26, 1920, Monsieur Louis Tommas—*Morocco* (Lecture in French).
- Feb. 1, 1920, Mr. Edward Tomlinson—*The Soul of the Nation*.
- Feb. 8, 1920, Mrs. T. P. Harrison—*Armenian Relief*.
- Feb. 15, 1920, Dr. John A. Ellis—*Past, Present and Future*.
- Feb. 22, 1920, Miss Flora Creech—*Y. W. C. A. Service Over-seas*.
- Feb. 26, 1920, Mrs. Alice Peloubet Norton—*Household Economics—Family Budgets*.
- Feb. 29, 1920, Miss Mary Shannon Smith—*The Opportunities and Responsibilities of Womanhood Today*.
- March 1, 1920, Mr. Soichiro Kita—*The Fundamental Principles of the Japanese People*.
Mrs. Foy Willingham—*Japanese Women*.
- Mar. 9-12, 1920, Mr. Gordon Poteat—*Series of Lectures relating to work among the Chinese people*.
- Mar. 13, 1920, Miss Willie Young—*Issues to be Discussed at the National Y. W. C. A. Convention*.
- Mar. 14, 1920, Miss Mary L. Cady—*What Christianity May Mean to Our Modern Education*.
- Mar. 15-19, 1920, Mr. Harry L. Strickland—*Series of Lectures on the organized adult Sunday school class*.
- Mar. 21, 1920, Mr. Edward King—*Blue Ridge*.

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- Jan. 28, 29, 30. Miss Susanna Cocroft—*Woman's Place in New America, Self-Mastery, How and Why to Stand Correctly*.
- March 4. Hamlin Garland—*Personal Reminiscences of Famous English Authors*.
- March 5. Hamlin Garland—*Meetings with Famous American Authors*.
- April 5. Judge Ben Lindsay.

Concerts

Nov. 25, 1919, Josef Konecny, Bohemian Violin Virtuoso.

Jan. 8, 1920, Dr Dingley Brown, Organ Recital.

Jan. 26, 1920, New York Chamber Music Society.

March 24, 1920, Marcus Kellerman, Dramatic Baritone.

Rotary Club Series:

John McCormack, Tenor.

Galli Curci, Coloratura Soprano.

Frances Alda, Dramatic Soprano.

Ganz, Lazarri, Pianist, Contralto.

Commencement, 1919

Edwin McNeill Poteat, A.B., D.D., LL.D., Baccalaureate Sermon;
Missionary Sermon.

Charles Alphonso Smith, Ph.D., LL.D., Literary Address—*The English Language*.

Expenses

Tuition Each Semester

College course	\$40.00
Literary and theoretical work in Music Course (see p. 96)...	40.00
Public School Music (Music students).....	5.00
*Piano	\$37.50, 45.00
Organ	45.00
*Violin	45.00
Voice	\$35.00, \$37.50, 45.00
Art	35.00
China Painting	35.00

Fees Each Semester

Matriculation fee (applied on semester's tuition).....	10.00
Incidental fee	10.00
Chemical laboratory fee	2.50
Biological laboratory fee	1.00
Cooking laboratory fee	7.50
Sewing laboratory fee	1.00
Library fee	2.50
Lecture-Concert fee	2.50
Gymnasium fee	1.00
Medical fee	5.00
Ensemble or Chamber Music.....	.50
Interpretation Class .....	.50
Use of piano one hour daily.....	4.50
For each additional hour.....	2.25
Use of pedal organ one hour daily.....	6.00
Use of pipe organ, per hour.....	.25

Table Board Each Semester

Main Building	100.00
Club (estimated)	50.00

*In the department of Preparatory Music, Music tuition is as follows: Piano primary, and first and second preparatory years, \$25.00 a semester; third and fourth preparatory years, \$30.00 a semester; Violin (if taken under an instructor), \$30.00 a semester.

Room Rent Each Semester

Including fuel, light, and water:

Main Building	{ Front rooms or two-girl rooms.....	\$30.00
	{ Other rooms in Main Building.....	27.50
Faircloth Hall	Front rooms	30.00
	Other rooms in Faircloth Hall.....	27.50
East Building	.....	25.00
Cottages	.....	22.50

Summary of Expenses for the Year in the Literary Course

In Main Building:

Board, room, lights, fuel, and bath.....	\$245.00 to \$260.00
Tuition, college course	80.00
Medical fee	10.00
Library fee	5.00
Gymnasium fee	2.00
Lecture-Concert fee	5.00
Incidental fee	20.00

Total\$367.00 to \$382.00

With board in the club this amount is about \$90.00 less.

In view of the uncertainty of prices of supplies the charge for board cannot be guaranteed. It is hoped, however, that no increase over the above figures will be required.

All bills are due in advance for the semester, but for the convenience of patrons, payments may be made at the beginning of each quarter.

Students who pursue Music and Art may take one literary subject at a cost of \$17.50 a semester.

Students pursuing one special course may take one literary subject at \$17.50 a semester, or two literary subjects at \$30.00 a semester, or three literary subjects at \$37.50 a semester.

Special students may elect Art History or one theoretical course in the School of Music at \$17.50 a semester or two theoretical courses in the School of Music at \$30.00 a semester.

Students in the A.B. or B.S. course may elect Art History or theoretical courses in the School of Music which count toward their degree at \$6.25 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses, but are required to pay the library fee if they take any class work.

Nonresident students may take any one course in the literary department at \$17.50 a semester or two such courses at \$30.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any services in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

In the club the students, under the direction of an experienced dietitian, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this way is reduced to \$50.00 a semester. Eleven dollars is due at the beginning of each month. This year ninety-three students have taken their meals in the club.

The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the bursar the matriculation fee of \$10 before registering with the dean.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and

to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as of those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration see page 33.

To secure rooms, application must be accompanied by a deposit of \$5. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$5 room fee deposit and the \$10 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

Admission Requirements

Students are admitted either (A) by certificate or (B) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or from high schools in other states accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The college also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the president, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the president not later than August 1st of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate, properly filled out and signed by the principal, is presented to the college.

B. Students desiring to be admitted under the second of these conditions should see page 33.

Every candidate applying for advanced standing should read CREDITS, page 46, and after satisfying entrance requirements, must file with the dean an official report of her previous work, and a catalogue of the institution from which she comes, plainly marked for courses.

Admission to College Classes

For full admission to the freshman class a candidate must offer fifteen units of work. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer:

English	3	units.
Latin	4	units.
or		
Latin	3	units
and		
French or German or Spanish	2	units
		} 5 units.
Mathematics: {	Algebra	1.5 units.
	Geometry	1 unit.
Elective*	5.5 or 4.5	units.
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Total	15	units.

Every candidate for the B.S. degree in Home Economics must offer:

English	3	units.
French†	2	units.
German†	2	units.
Mathematics: {	Algebra	1.5 units.
	Geometry	1 unit.
Elective‡	5.5	units.
<hr/>		
Total	15	units.

*The elective units must be selected from the following: History, Bible, Science, Cooking, Agriculture, Vegetable Gardening, Commercial Geography, a fourth unit in Latin, an additional unit in French or German, an additional half-unit in Plane-Trigonometry, Solid Geometry, or Advanced Algebra. Not more than four half-unit courses will be accepted.

†Four units of Latin may be substituted for both French and German, or three units of Latin may be substituted for either French or German; or two units of Spanish may be substituted for two units of either French or German; but the language or languages offered for entrance must be continued for at least one year in college.

‡The required and elective subjects allowed for entrance to the A. B., course may be offered; also a half-unit in Mechanical Drawing, Free-hand Drawing, or Sewing may be offered. Not more than four half-unit courses will be accepted.

Conditioned Students

A freshman may be conditioned to the extent of two units. These conditions must be removed by the end of the sophomore year at the regular periods set for removing conditions and deficiencies. (See page 47.) Members of other classes may have conditions not exceeding three hours.

Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparation for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

Routine of Entrance

1. *Registration*.—All students, upon arrival at the college, should report at the office of the president and register.

2. *Matriculation*.—On September 7 and 8 all students should report at the office of the bursar and pay the required fee. Matriculation for the second semester should be completed on or before January 19.

3. *Classification*.—On September 7 and 8 all students will appear before the classification committee in order to have their schedules for the semester arranged. All schedules must be approved by the dean. Those desiring credit for college courses must apply to the committee on advanced standing.

Schedules for the second semester will be arranged by the dean on or before January 20.

Definition of Entrance Requirements

ENGLISH (3 units)

Upon the recommendation of the National Conference on Uniform Entrance Requirements in English, the following requirements have been adopted, 1920-1922:

The study of English in school has two main objects, which should be considered of equal importance: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation, and the development of the habit of reading good literature with enjoyment.

GRAMMAR AND COMPOSITION

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school, and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered, and practice in composition, oral as well as written, should extend throughout the secondary-school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

LITERATURE

The second object is sought by means of the reading and study of a number of books from which may be framed a progressive course in literature. The student should be trained in reading aloud and should be encouraged to commit to memory notable passages both in verse and in prose. As an aid to literary appreciation he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place

in literary history. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

A few of these books should be read with special care, greater stress being laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions.

A. Books for Reading.

The books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except that for any book in Group I a book from any other group may be substituted.

Group I. Classics in Translation: The *Old Testament*, at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*.

The *Odyssey* with the omission, if desired, of Books I-V, XV, and XVI.

The *Æneid*.

(The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.)

Group II. Drama: Shakespeare, *Merchant of Venice*, *As You Like It*, *Julius Caesar*.

Group III. Prose Fiction: Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Scott, *Quentin Durward*; Hawthorne, *The House of Seven Gables*.

Group IV. Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*; Irving, *The Sketch Book* (selections covering about 175 pages); Macaulay, *Lord Clive*; Parkman, *The Oregon Trail*.

Group V. Poetry: Tennyson, *The Coming of Arthur*, *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The*

Pied Piper, "*De Gustibus —*," *Instans Tyrannus*; Scott, *The Lady of the Lake*; Coleridge, *The Ancient Mariner*, and Arnold, *Sohrab and Rustum*.

B. Books for Study.

The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama: Shakespeare, *Macbeth*, *Hamlet*.

Group II. Poetry: Milton, *L'Allegro*, *Il Penseroso*, *Comus*; the selections from Book IV of Palgrave's *Golden Treasury*, First Series, with special attention to Wordsworth, Keats, and Shelley.

Group III. Oratory: Burke, *Speech on Conciliation with America*, Washington's *Farewell Address*, Webster's *First Bunker Hill Oration* and Lincoln's *Gettysburg Address*.

Group IV. Essays: Macaulay, *Life of Johnson*; Carlyle, *Essay on Burns*, with a brief selection from Burns's *Poems*.

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade. No candidate will be given full credit for the masterpieces if read in a lower grade, or if several other masterpieces are crowded into the same year with these.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

(1) Careful drill in pronunciation; Fraser and Squair, *French Grammar*, Part I (or its equivalent); reading of 150-200 pages of easy French. For suggested texts for reading, see *Elementary French A*, page 63.

*Instead of four units of Latin, three units of Latin and two units of French or German or Spanish may be offered. If four units of Latin are presented, French or German or Spanish may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued. Provision will be made for taking a second unit in French and in German and in Spanish.

SECOND-YEAR FRENCH (1 UNIT)

(2) Fraser and Squair, *French Grammar*, Part II; reading of 300-400 pages of French. For suggested texts for reading, see Elementary French B, page 63.

GERMAN (2 units)*

FIRST-YEAR GERMAN (1 UNIT)

(1) Drill in pronunciation; Thomas, *German Grammar*, Part I, and thirty-six lessons in Part II (or its equivalent); reading of 150-200 pages of German. For suggested reading texts, see Elementary German A, page 65. One whole year's work.

SECOND-YEAR GERMAN (1 UNIT)

(2) Thomas, *German Grammar*, finished (or its equivalent); reading of 300-400 pages of German. For suggested reading texts, see Elementary German B, page 65. One whole year's work.

LATIN (4 units)*

FIRST-YEAR LATIN (1 UNIT)

(1) A thorough knowledge of forms and principles of syntax. D'Ooge, *Latin for Beginners* is recommended

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. Grammar, Allen and Greenough recommended. At least one period a week should be devoted to prose composition. Baker and Inglis, *High School Course in Latin Composition*, Part II, is recommended.

*Instead of four units of Latin, three units of Latin and two units of French or German or Spanish may be offered. If four units of Latin are presented, French or German or Spanish may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued. Provision will be made for taking a second unit in French and in German and in Spanish.

FOURTH-YEAR LATIN (1 UNIT)

(4) Virgil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week. Baker and Inglis, Part III.

HISTORY (Elective)

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

The candidate may offer as many as three of the following units in history:

Ancient History to 800 A. D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit),
or

Robinson and Breasted, *Outlines of European History*, Part I, from ancient times to the eighteenth century (1 unit).

Robinson and Beard, *Outlines of European History*, Part II, from the eighteenth century to the present day (1 unit).

These two books follow the recommendation of the Committee of Five of the American Historical Association, and of the Report on *Social Studies in Secondary Education for 1916*, No. 28, published in the *United States Bulletin of Education*. Schools are strongly urged to adopt these books for a two-years' course in history.

ANCIENT HISTORY (1 UNIT)

TEXT-BOOKS.*—Breasted, *Ancient Times* (Ginn & Co.); West, *Ancient World*, Revised Edition (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys' and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman*.

*Any one text-book of the group is accepted.

History; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn & Co., *Classical Atlas*.

MEDIÆVAL AND MODERN HISTORY (1 UNIT)

TEXT-BOOKS.*—Harding, *New Mediæval and Modern History* (American Book Co.); Robinson, *Mediæval and Modern Times* (Ginn & Co.); West, *The Modern World* (Allyn and Bacon); or an equivalent.

The following books are suggested for a school library for supplementary work: Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; Dawson, *The Evolution of Modern Germany*; Day, *A History of Commerce*; Hayes, *A Political and Social History of Modern Europe* (two volumes); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Ogg, *The Governments of Europe*; Robinson, *Readings in European History* (two-volume edition); Symonds, *Short History of the Renaissance*; and Dow, *Atlas of European History*.

ENGLISH HISTORY (1 UNIT)

TEXT-BOOKS.*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright, *History of England* (four volumes); Cheyney, *Industrial History of England*; Cheyney, *Readings in English History*; Cross, *A History of England and Greater Britain*; Gardiner, *Student's History of England*; Gibbons, *The Industrial History of England*; Green, *A Short History of the English People*; Hayes, *British Social Problems*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*; Low and Pulling, *Dictionary of English History* (Cassell).

AMERICAN HISTORY (1 UNIT)

TEXT-BOOKS.†—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History*, Revised Edition (Macmillan); Johnson, *High School History of the United States*,

*Any one text-book of the group is accepted.

†A book on Civil Government alone will not take the place of one on American History.

Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Beard, *American Citizenship*; or an equivalent.

The following books are suggested for a school library for supplementary work: *The American Nation* (Harpers, twenty-seven volumes. Get especially volumes 22, 23, 24, 25, which cover the period since 1865); Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Government and Politics*; Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; *The Riverside History of the United States* (four volumes); *Statistical Abstract of the United States*; *World Almanac*; Jameson, *Dictionary of United States History*, and McCoun, *Historical Geography of the United States*.

MATHEMATICS (2.5 units)[†]

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: the four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportion, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good text-book in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

[†]An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given in any case.

BIBLE (Elective)

- A. Bible Study.
B. Sunday School Pedagogy.
C. Mission Study.
- } (1 UNIT)

A. Bible Study.

Two hours a week throughout the year.

1. The Bible Section of the *Normal Manual*—sixteen to twenty lessons. This is to serve as an introduction to the study of the Bible.

2. The *Old Testament*—forty lessons.

- a. McLearn, *Old Testament History*, abridged edition.
- b. Readings in the historical books. These will be assigned by the teacher and will average one chapter for each lesson.
- c. Readings in the Prophets, *Isaiah*, Chapters 5, 6, 53, 60, 61; the following books: *Amos*, *Nahum*, *Haggai*, *Malachi*.
- d. Readings in the poetical books, *Job* 28; *Psalms* 1, 2, 8, 19, 22, 29, 51, 84, 90, 103, 119, 137, 147, 148; *Proverbs* 1, 2, 3, 4, 5, 6, 20, 31; *Ecclesiastes* 11: 9-12: 14.

3. The *New Testament*—forty lessons.

- a. McLearn, *New Testament History*, abridged edition.
- b. Kerr, *Harmony of the Gospels*—the analysis and enough of the text to get a connected view of the life of Jesus from the *New Testament* itself.
- c. *The Acts of the Apostles*.
- d. One from each of the four groups of Paul's Epistles as follows: *I Thessalonians*, *Galatians*, *Colossians*, *II Timothy*.
- e. The Epistle to the *Hebrews*.
- f. First Epistle of *John*.

B. Sunday School Pedagogy.

One hour a week throughout the year in the study of the *New Normal Manual*—Divisions I and II. If all the time is not needed, it can be used in the Bible work.

C. Missions.

One hour a week throughout the year. The following books are to be used:

- a. State Missions: L. Johnson, *Christian Statesmanship*.
- b. Home Missions: V. I. Masters, *Baptist Home Missions*.
- c. Foreign Missions: T. B. Ray, *Southern Baptist Foreign Missions*.

Christian Statesmanship must be taken, and either one of the others.

SCIENCE (Elective)**PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)***

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Fitz, *Physiology and Hygiene*, or Martin, *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)*

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr, *New Physical Geography*.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in a carefully prepared note-book.

In order to get full credit the candidate must submit her laboratory note-book which has been certified by her teacher.

TEXT.—Coleman, *Elements of Physics*.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge

*A student who has not had the equivalent of four one-hour recitations a week throughout the school year in Physiology or Physical Geography will not be given full credit for that subject. The maximum credit allowed for Physiology and Physical Geography is one and one-half units.

of the relations of plants to other living things. A large part of this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note-book.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note-book which has been certified by her teacher.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text. A full unit will not be allowed for this course unless the student submits a laboratory note-book which has been certified by her teacher.

COOKING ($\frac{1}{2}$ UNIT OR 1 UNIT)

A full unit in Cooking will not be given unless a note-book, certified by the teacher, is presented. A half-unit or a unit in this subject will be allowed according to the time given to it. Two double laboratory periods will count for two recitations.

Requirements for Graduation

To be entitled to a degree or diploma, the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward one degree or diploma may also be counted toward a second degree or diploma, provided that that subject is one of the prescribed or elective subjects for such second degree or diploma.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are not required to take more than the number of hours necessary to obtain their degrees. No student may take more than sixteen hours of work a week, except by action of the academic council.

The maximum number of hours of credit that will be allowed during any session is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

BACHELOR OF ARTS

To be entitled to the degree of A.B., the candidate must complete, in addition to fifteen entrance units, sixty hours of work. Of the sixty hours required for the degree, twenty-nine are prescribed, fifteen are chosen from one of seven groups of majors and minors, and sixteen are free electives. (Page 49.)

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

BACHELOR OF SCIENCE

To be entitled to the degree of B.S., the student must complete the forty-nine hours of prescribed work, and in addition, eleven hours of elective work.

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Science.

General Regulations for Academic Work

Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects. Credit will not be given on subjects running through the year unless the full year's work is completed.

Seventy is the passing grade.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters students are notified if they are not making satisfactory grades.

Students who for any reason are not succeeding with their work will be required to withdraw from college, at the discretion of the Academic Council.

Conditions and Deficiencies

A student who fails or is deficient in any respect in the work of the first semester will be allowed to pass off the condition the first Monday in May. If she fails at this time she will be allowed to take another examination on Tuesday, the opening day of the next fall semester. If she fails a second time, she will be required to repeat the semester's work in class.

A student who fails or is deficient in any respect in the work of the second semester will be allowed to pass off the condition on Tuesday, the opening day of the fall semester. If she fails

at this time she will be allowed to take another examination the second Monday in December. If she fails a second time she will be required to repeat the semester's work in class.

Examinations for removing entrance conditions will be given on Tuesday, the opening day of the fall semester, or the second Monday in December, or the first Monday in May.

All entrance conditions must be removed by the end of the sophomore year. No student will receive credit for work in any subject until her conditions or deficiencies in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties or illness this fee will be remitted.

Outline of Course for the A.B. Degree

Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Chemistry 1	3	(58)	English Composition 1	3	(61)
French 1* }	3	(64)	Latin 1*	3	(71)
or		(66)	Mathematics 1	4	(73)
German 1* }					
or		(75)			
Spanish }					

Sophomore Year

Biology 1	3	(56)	History 1	3	(67)
English Literature 1	3	(62)	Electives†	6	(48-49)

Junior Year

English Composition		Ethics or Sociology.	1½	(74)
3-4	1	Electives†	11	(48-49)
Psychology	1½			(60)

Senior Year

Electives†	14	(48-49)
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In addition to the prescribed hours, each student must elect fifteen hours from one of the following groups:

Group 1. English.

Six hours of English, and nine hours of the following:
Latin, French, German, History.

*Students must continue through the freshman year the language or languages offered for entrance.

If four units of Latin and no modern language are offered for entrance, Latin 1 and either Intermediate French, German or Spanish must be taken in the freshman year and French 1 or German 1 in the sophomore year.

If three units of Latin and two units of either French, German or Spanish are offered for entrance, Latin 0 and either French 1, German 1 or Spanish 1 must be taken in the freshman year and Latin 1 in the sophomore year.

†Electives may be chosen from the seven groups or the free electives. Pages 48-49.

Group 2. French.

Nine hours of French, and six hours of German.

Group 3. German.

Nine hours of German, and six hours of French.

Group 4. History.

Six hours of History, and nine hours of the following:
Economics, Sociology, English, French, German.

Group 5. Latin.

Six hours of Latin, and nine hours of the following:
French, German, English, Mathematics, History.

Group 6. Mathematics.

Six hours of Mathematics, and nine hours of the following:
French, German, Science, Philosophy.

Group 7. Science.

Six hours of Physics, Chemistry, or Biology and nine hours
of the following:
French, German, Mathematics, English.

The students are advised to consult their major professor as to their electives. Certain elective courses may not be offered when, in the opinion of the dean and the professor concerned, a sufficient number of students do not apply for them.

In addition to the prescribed hours and the fifteen hours elected from one group, each student must elect enough more hours to complete sixty hours of work. These electives may be chosen from any of the subjects not already elected in any of the groups or from the following subjects.

Bible 1-10.

Cooking 1-2.

Education 2-6.

Art History.

Theoretical courses in Music.

Geology.

Greek.

Household Management.

Spanish.

Art Education.

Outline of Course for the B.S. Degree in Home Economics

Freshman Year

Subjects	Credit Hours	Page	Subjects	Credit Hours	Page
Chemistry 1	3	(58)	French 1*	6	(64)
English Composition 1	3	(61)	German 1*		(66)
Mathematics 1	4	(73)	Latin 1*		(71)
			Spanish		(75)

Sophomore Year

Biology 1	3	(56)	French 2	3	(64)
Chemistry 2	3	(58)	or		
English Literature 1	3	(62)	German 2		(66)
Cooking 1	3	(69)	or Spanish		(75)

Junior Year

English Comp. 3-4...	1	(61)	Physics	3	(74)
History 1	3	(67)	Household Manage-		
Psychology	1½	(60)	ment	2	(70)
Social Science	1½	(74)	Electives†	3	(48-49)

Senior Year

Economics	3	(68)	Cooking 2	1½	(69)
Dietetics	1½	(70)	Electives†	8	(48-49)

*Students must continue through the freshman year the language or languages offered for entrance.

†A. B. required subjects or electives not already taken.

An additional two hour course in sewing may be elected in the junior or the senior year, but will not be counted toward a degree.

SCHEDULE OF RECITATIONS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00		Chemistry 1 English Comp. 1 (a) English Lit. 1 (a) French B (a) & (b) Mathematics 1 (a) Psychology	Bible 5 Biology English Comp. 2 (a) French B (a) & (b) History 4 Mathematics 1 (a)	Chemistry 1 English Comp. 1 (a) English Lit. 1 (a) Psychology	Bible 5 Biology English Comp. 2 (a) French B (a) & (b) History 4 Mathematics 1 (a)	Chemistry 1 English Comp. 1 (a) English Lit. 1 (a) French B (a) & (b) Mathematics 1 (a) Psychology
10:00	Bible 3 English Comp. 1 (b) & (c) English Lit. 1 (b) French B (c) Latin 1 (a) History 1 (a) Physics	Bible 7 Economics French 1 (a) Latin 1 (a) Mathematics 4	Bible 3 English Comp. 1 (b) & (c) English Lit. 1 (b) French B (c) History 1 (a) Physics	Bible 8 Cooking 1 Economics French B (c) French 1 (a) Latin 1 (a) Mathematics 4	Bible 3 English Comp. 1 (b) & (c) English Lit. 1 (b) History 1 (a) Physics	Economics French B (c) French 1 (a) Latin 1 (a) Mathematics 4
11:00	Bible 9 Dietetics French A (a) & (b) German A Latin 0 Mathematics 2	Bible 1 English Comp. 1 (d) French A (a) & (b) French 3 History 2 Latin 1 (b) Physiology	Bible 9 Dietetics German A Latin 0 Mathematics 2	Bible 1 English Comp. 1 (d) French A (a) & (b) French 3 History 2 Latin 1 (b) Physiology	Dietetics German A Latin 0 Mathematics 2	Bible 1 English Comp. 1 (d) French A (a) & (b) German A History 2 Latin 0 Physiology
12:00	Cooking 2 Education 2 English Comp. 1 (e) French A (c) French 1 (b) Latin 1 (c) Mathematics 1 (b) Spanish A	Chemistry 2 Education 3 French 2 History 6 Household Management Latin 2 Mathematics 1 (b)	Education 2 English Comp. 1 (e) French A (c) French 1 (b) Latin 1 (c) Mathematics 1 (b) Spanish A	Chemistry 2 Education 3 French 2 History 6 Household Management Latin 2 Mathematics 1 (b)	Education 2 English Comp. 1 (e) French A (c) French 1 (b) Latin 1 (c) Spanish A	Chemistry 2 Education 3 English Lit. 3 French 2 (c) French 2 History 6 Mathematics 1 (b) Spanish A
1:30		English Comp. 1 (f) & (g) English Lit. 1 (c) History 1 (b) Mathematics 3 Spanish B	Art History English Comp. 2 (b) Latin 6 English Lit. 3	English Comp. 1 (f) & (g) English Lit. 1 (c) History 1 (b) Mathematics 3 Spanish B	Art History English Comp. 2 (b) English Lit. 3 Latin 6 Spanish B	English Comp. 1 (f) & (g) English Lit. 1 (c) History 1 (b) Latin 1 (b) Mathematics 3 Spanish B
2:30		English Comp. 1 (x)	Art Education		Art Education	

SCHEDULE FOR LABORATORY WORK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1:30	Biology 1 (a) Chemistry 1 (a) Chemistry 2 Cooking 1 (a)		Chemistry 1 (c) Cooking 1 (b)		Cooking 2	Cooking 2 Chemistry 1 (c)
2:30	Biology 1 (a) Chemistry 1 (a) Chemistry 2 Cooking 1 (a)	Biology (b) Chemistry 1 (b) Cooking 1 (a)	Biology (c) Chemistry 1 (c) Cooking 1 (b)	Biology (a) Chemistry 1 (a) Cooking 1 (b)	Biology (b) Chemistry 1 (b) Cooking 2	Biology (c) Chemistry 1 (c) Cooking 2
3:30	Cooking 1 (a)	Biology (b) Chemistry 1 (b) Cooking 1 (a)	Biology (c) Cooking 1 (b)	Biology (a) Chemistry 1 (a) Cooking 1 (b)	Biology (b) Cooking 2	Biology (c)

Courses of Instruction

I. Bible

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

1. Old Testament History.

Open to students from all classes. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 11.

This course gives a brief survey of Old Testament History. It aims to give a working knowledge of Old Testament History, to show the religious development of the people of Israel, to indicate the religious ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the pupil to appreciate the various forms of Old Testament literature.

TEXTS.—Crockett, *Harmony of Samuel, Kings, and Chronicles*; Willett, *The Prophets of Israel*.

2. Old Testament Literature.

Open to students from all classes. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 11.

The origin of the Old Testament books and their formation in a canon are considered. The collection of Old Testament writings is then viewed as a whole in order to get a true perspective of its different parts. Following this, representative selections are studied with a view to appreciating them as literature.

3. The Life of Christ.

Open to students from all classes. Three hours a week for the first semester. Monday, Wednesday, Friday, 10.

In this course the life of Jesus Christ is studied historically in the light of the political, social, and religious conditions of the time. His work and teaching are viewed in their various phases, and an effort is made to discover at their sources the influences that resulted in Christianity as a world religion.

TEXTS.—Stevens and Burton, *A Harmony of the Gospels*; Rhees, *The Life of Jesus of Nazareth*.

4. History of the Apostolic Age.

Open to students from all classes. Three hours a week for the second semester. Monday, Wednesday, Friday, 10.

The course of New Testament History is traced from the death of Christ till the close of the first century. The origin of the various New Testament writings is noted, especially the conditions that called them forth, and the purpose of their writers. The contents and teachings of the New Testament books, except the Gospels, are studied. The course aims to provide such introductory background as will enable the student to read all parts of the New Testament with understanding and appreciation.

TEXTS.—Burton, *The Records and Letters of the Apostolic Age*; Furves, *The Apostolic Age*.

5. Old Testament Interpretation.

Open to students whose training will enable them to profit by taking this course. Two hours a week for the first semester. Wednesday, Friday, 9.

The principles of Biblical interpretation are applied in the study of representative books of the Old Testament.

6. New Testament Interpretation.

Open to students whose training will enable them to profit by taking this course. Two hours a week for the second semester. Wednesday, Friday, 9.

Pupils are taught to use the principles of interpretation so as to better understand and appreciate the New Testament writings. Several of these, selected from the different groups of New Testament books, are studied.

7. Sunday School Pedagogy.

Open to students from all classes. One hour a week for a year. Tuesday, 10.

This course deals with the various phases of modern Sunday School work. It includes Sunday School organization and manage-

ment, problems, aims, methods of teaching, pupils' characteristics, and a general view of the Bible as the teacher's text-book.

TEXTS.—Two or more books selected from the Normal Course of the Sunday School Board of the Southern Baptist Convention.

8. The Principles of Sunday School Teaching.

Open to students from all classes. One hour a week for a year.

This course involves practice in lesson construction, careful study of the methods of Sunday School Teaching, and observation in some of the Sunday Schools of the city.

9. Foreign Missions.

Open to students from all classes. Two hours a week for the first semester.

This course aims to show the reasons for missions, the influence of missions, methods of mission work, and the agencies through which Southern Baptists carry on such work. Representative mission fields are studied, attention being given to such subjects as geography, racial and national characteristics, social conditions, religious needs, etc. Each year some country is selected for more detailed study, the method used for this part of the course being such as to prepare pupils for more effective work in mission societies. In the fall of 1920, the study will center in Catholic countries.

10. Home Missions.

Open to students from all classes. Two hours a week for the second semester.

Various forms of mission work in the home land are studied. Special attention is given each year to some particular phase of this work, or to some important problem.

II. Biology

J. GREGORY BOOMHOUR, *Professor.*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of
Physiology and Hygiene.*

1. General Biology.

Required of sophomores and open to other college students. Three hours a week for a year. Two hours lecture and recitation and four hours laboratory. Lectures: Wednesday, Friday, 9:00. Laboratory: Sec. (a), Monday, 1:30-3:30, and Thursday, 2:30-4:30; Sec. (b), Tuesday, Friday, 2:30-4:30; Sec. (c), Wednesday, Saturday, 2:30-4:30.

This course during the first semester includes a detailed study of protoplasm and cell structure as exemplified by animal life. The earthworm is chosen as a representative animal, and its varied systems of organs are considered. The general subject of animal physiology is introduced and the variation in structure of the different systems of organs is emphasized.

During the second semester protoplasm and cell structure found in plant life are studied and the distinguishing features are noted. A representative plant, such as the fern, is chosen and the cell structure of its various tissues considered. The general subject of plant physiology is introduced and the vegetal and reproductive processes in various plants considered. During the closing weeks of the year classification of both animal and plant life is emphasized and studied by means of numerous field trips.

Laboratory fee, \$2.

2. Physiology and Hygiene.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection; the hygienic arrangement of the sick room.

A course is given in "First Aid" as arranged by the American Red Cross. Those who pass the examination in this course will be given a Certificate from the American Red Cross.

TEXT AND REFERENCE BOOKS.—Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Text-book of Physiology*; Gray, *Anatomy*.

3. Botany.

Open to juniors and seniors. Three hours a week for the first semester.

A study of Botany including morphology and physiology of all groups of the plant kingdom. Considerable time will be given to the analysis and classification of plants.

4. Zoology.

Open to juniors and seniors. Three hours a week for the second semester.

A study of representatives of all the groups of the animal kingdom and a comparative study of vertebrates.

Geology

Open to juniors and seniors. Three hours a week. Tuesday, Wednesday, Thursday, 10.

First semester: Dynamical Geology and Physiography.

This course deals with natural phenomena which affect the earth's structure, such as weathering, volcanoes, earthquakes, erosion caused by waterways and glaciers; also, the varied changes of topography, including the life histories of rivers and lakes.

Second semester: Structural and Historical Geology.

In the second semester the earth's structure, and the varied changes which have taken place in animal and plant life as revealed by fossils are studied.

TEXT.—Le Conte, *Elements of Geology*.

III. Chemistry

LULA GAINES WINSTON, *Professor*.

MARY MENDENHALL, *Instructor*.

1. General Chemistry.

Required of freshmen. Three hours a week for a year. Three hours lecture and recitation a week, and four hours laboratory. Lectures: Tuesday, Thursday, Saturday, 9. Laboratory: Sec. (a) Monday, 1:30-3:30; Thursday, 2:30-4:30; Sec. (b) Tuesday, Friday, 2:30-4:30; Sec. (c) Wednesday, Saturday, 2:30-4:30.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of Chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

The laboratory exercises are devoted to the preparation and study of certain important elements and compounds.

Laboratory fee, \$5.

TEXT.—Newell, *Inorganic Chemistry for Colleges*.

2. Organic Chemistry.

Required of sophomores in the B.S. course. Open to other students who have completed Chemistry 1. Three hours a week for a year. Lectures: Tuesday, Thursday, Saturday, 12. Laboratory: Sec. (a), Wednesday, 11-1, Thursday, 1:30-3:30; Sec. (b), Thursday, 3:30-5:30, Friday, 11-1.

The lectures are taken up with the study of the hydrocarbons and their derivatives, including such substances as are of interest and importance, as ether, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, etc. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

3. Quantitative Analysis.

Open to students who have completed Chemistry 1 and 2. Six hours of laboratory work a week for a year. Elective in the A.B. and B.S. courses, two hours credit.

The year is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

4. Applied Chemistry.

Open to students who have completed Chemistry 1 and 2. Two hours a week for fall semester. Elective in the A.B. and B.S. courses, one hour credit.

This is an introduction to the study of commercial methods of manufacturing chemical products, the sources of raw materials, and the equipment required.

5. History of Chemistry.

Open to students who have completed Chemistry 1 and 2. Two hours a week for spring semester. Elective in the A.B. and B.S. courses, one hour credit.

This course is intended to give a general view of the development of the science of Chemistry, together with brief biographical sketches of the leading workers in this field of study.

IV. Education and Psychology

EDWIN MCKOY HIGHSMITH, *Professor.*

The courses in this department are designed primarily for those students who are planning to teach. All such students should consult with the head of the department before registering for any of the courses listed below. The courses are so shaped that students electing work properly in this department are eligible for professional certification under the North Carolina State Department of Public Instruction.

While the courses in the department are primarily for prospective teachers, many students will wish to take some of these courses for their general and cultural values.

1. General Psychology.

Required of A.B. and B.S. juniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 9.

The course includes lectures, assigned readings and discussions.

2. Educational Psychology.

Elective for juniors and seniors who have completed Psychology 1. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 9.

The work will be divided into two parts: Educational Psychology and How to Study. It includes lectures, assigned readings, reports, discussions and experiments.

3. History and Principles of Education.

Elective for juniors and seniors. Three hours a week for a year. Monday, Wednesday, Friday, 12.

Approximately twelve weeks will be given to each of the following topics in order: History of Education to Modern Times, History of Education in Modern Times with special reference to the United States, Principles of Education.

The effort will be made to equip the student to understand the bearing of the History of Education on our current practices and problems in the field of Education, and from this viewpoint to determine the guiding principles of Education.

TEXTS.—Lectures, Assigned Readings, Reports, Discussions.

4. Classroom Management, Problems in Secondary Education, Public School Law, and Public Education in North Carolina.

Elective for juniors and seniors. Three hours a week for a year.

5. Child Study, Abnormal Psychology, Mental and Educational Tests.

Prerequisite: Education 1 or equivalent. Elective for seniors. Three hours a week for a year.

6. School Hygiene, School Extension, Principles of Supervision.

Prerequisite: Education 1 or equivalent. Elective for seniors. Three hours a week for a year.

V. English

ELIZABETH AVERY COLTON, *Professor*.

MARY SUSAN STEELE, *Associate Professor*.

*MARY LYNCH JOHNSON, *Instructor*.

ELLEN DOZIER BREWER, *Instructor*.

CARMEN LOU ROGERS, *Instructor*.

English Composition

1. Introductory Course.

Required of freshmen. Three hours a week for a year.
Tuesday, Thursday, Saturday, 9, 11, 1:30; Monday, Wednesday, Friday, 10, 12.

First semester:

Exposition—special stress on structure. Weekly themes and conferences.

Second semester:

Exposition based on authorities—bibliographies and footnotes; description; simple narration. Weekly themes and conferences.

TEXT.—Slater, *Freshman Rhetoric*.

Masterpieces studied as models of structure and style: Palmer, *Self-Cultivation in English*; Ruskin, *Crown of Wild Olive*; Stevenson, *Memories and Portraits*.

Masterpieces for careful reading: *Joan of Arc* and *The English Mail Coach*; *Essays of Elia*; *Heroes and Hero-worship*; *Henry Esmond*, or *A Tale of Two Cities*; Palgrave, *Golden Treasury*.

(N. B.—The selection of these masterpieces will depend largely on those presented by the majority of the class for admission. See Entrance Requirements, page 35.)

2. Intermediate Course in Expository Writing.

Required of all juniors who need special drill in structure.
One hour a week for the first semester. Wednesday, Friday, 9.

*Absent on leave.

3. Description and Narration.

Required of all juniors who are not taking course 2. One hour a week for the first semester. Wednesday, Friday, 9.

4. Advanced Exposition.

Required of all juniors. One hour a week for the second semester. Wednesday, Friday, 9.

English Literature

1. Outline History of English Literature.

Required of sophomores. Three hours a week for a year. Sec. (a) Tuesday, Thursday, Saturday, 9; Sec. (b) Monday, Wednesday, Friday, 10; Sec. (c) Tuesday, Thursday, Saturday, 1:30.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

*[2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays are read in chronological order; several are studied closely.]

3. English Poetry of the Nineteenth Century.

Open to juniors and seniors. Three hours a week for a year. Wednesday, Friday, 1:30, Saturday, 12.

Careful study of Wordsworth, Shelley, Keats, Tennyson, and Browning; selections from Coleridge, Byron, Scott, Landor, Arnold, Rossetti, Morris and Swinburne.

*Not given 1920-1921; alternates with Literature 3.

VI. French

CATHERINE ALLEN, *Professor.*

BEATRICE MARY TEAGUE, *Associate Professor.*

MARY E. MURRAY, *Instructor.*

A. Elementary French.

A course for those who do not offer French for entrance. Four hours a week for a year. Counts one unit or $1\frac{1}{2}$ hours. Sec. (a) and (b), Monday, Tuesday, Thursday, Saturday, 11; Sec. (c), Monday, Wednesday, Friday, Saturday, 12.

Careful drill in phonetics and practice in easy conversational idioms. A thorough knowledge of rudiments of grammar, including the essentials of syntax with the mastery of the more common irregular verbs. The reading of 200 to 300 duodecimo pages of graduated texts. The ability to write from dictation easy French sentences.

Bruce's *Grammaire Francaise* and Fraser and Squair's *French Grammar* are recommended as standard grammars. The texts suggested for reading are selected from the following:

Walter-Ballard, *Beginner's French: Meras et Roth, Petits Contes de France*; or Guerber, *Contes et Légendes*; Mairat, *La Tâche du Petit Pierre*; Lavissee, *Histoire de France, Cours Elementaire*; Ballard, *Stories for Oral French*.

B. Elementary French.

Open to those who have completed Elementary French A, or who offer one unit of French for entrance. Four hours a week for a year. Counts one unit or $1\frac{1}{2}$ hours. Sec. (a) and (b), Tuesday, Wednesday, Friday, Saturday, 9; Sec. (c), Monday, Wednesday, Friday, Saturday, 10.

Grammar continued. Exercises in Composition dictation and conversation. Reading from texts selected from the following:

Labiche et Martin, *Le Voyage de M. Perrichon*; or Augier, *Le Gendre de M. Poirier*; George Sand, *La Mare au Diable*; Lamartine, *La Révolution Francaise*; Mérimée, *Columba*; Daudet, *Contes Choisis*; Pattou, *Causeries*; François French *Prose Composition*, Part I.

Intermediate French.

For those who offer four units in Latin. Elementary French A and B will be combined and the work completed in one year, provided such students can give the time necessary for the intensive study required. Four hours a week.

1. French Prose of the Nineteenth Century.

Open to students who have completed French B, or who offer two units of French for entrance. Three hours a week for a year. Sec. (a), Tuesday, Thursday, Saturday, 10; Sec. (b), Monday, Wednesday, Friday, 12.

French will be the language of the classroom. Advanced Grammar and Composition, conversation, résumés oral and written of texts read.

General survey of the history of French Literature, with especial stress upon the eighteenth and nineteenth century literature. The works of representative novelists and dramatists of the nineteenth century will be studied

2. French Drama of the Seventeenth Century.

Open to those who have completed course 1. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Lectures are given on the earlier French drama and the institutions which have determined the evolution of the classic drama.

Hotel de Rambouillet. Académie Française. Corneille is studied in the *Cid*, *Horace*, *Polyeucte*; Molière in *Le Bourgeois Gentilhomme*, *Les Précieuses Ridicules*, *Partuffe* or *Le Misanthrope*, *L'Avare*; Racine in *Athalie*, *Andromaque*.

3. French Poetry.

Open to those who have completed course 2. Three hours a week for a year. Tuesday, Thursday, 11.

The middle ages; the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and religious poetry. The seventeenth century; reform in poetry, the lyric element in the work of the classic writers. The eighteenth century; the end of classicism, the nineteenth century; romantic poetry, Farnassian poetry, contemporary poetry.

4. French Composition and Conversation.

This course is planned to meet the difficulties of those intending to teach French and to render their work more effective. Open primarily to seniors who are taking major work in French. One hour a week for a year.

VII. German

A. Elementary German.

This course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Four hours a week for a year. Counts one unit or $1\frac{1}{2}$ hours. Monday, Wednesday, Friday, Saturday, 11.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Texts will be selected from the following:

Walter and Krause, *Beginner's Grammar*; Ballard and Krause, *Short Stories for Oral German*; Müller and Wenckebach, *Glück Auf*; Storm, *Immensee*; Wilhelmi, *Einer muss heiraten*; Anderson, *Bilderbuch ohne Bilder*; Arnold, *Fritz auf Ferien*; Thomas, *Practical German Grammar*.

B. Elementary German.

Open to students who have completed one year of German. Four hours a week throughout the year. Counts one unit or $1\frac{1}{2}$ hours.

Study of Grammar continued. Reading, prose composition and conversation. Themes in simple German are based upon texts read. Texts for class study:

Heyse, *L'arrabiata* or *Das Mädchen von Treppi*; Allen, *Vier Deutsche Lustspiele*; Hatfield, *German Lyrics and Ballads*; Hillern, *Höher als die Kirche*; Wildenbruch, *Das Edle Blut*; Freitag, *Die Journalisten*.

Intermediate German.

For those who offer four units in Latin. Elementary German A and B will be combined and the work completed in one year, provided such students can give the time necessary for the intensive study required. Four hours a week.

1. German Literature.

This course will be conducted in German and presupposes a good knowledge of German Grammar and the ability to understand simple German. Three hours a week throughout the year.

Introduction to German Literature. Outline of the History of German Literature up to and through the classical period. Reading of selected dramas and poems of Lessing, Schiller and Goethe, with a study of their lives.

Grammar, composition and conversation continued.

2. German.

Goethe's *Faust*, first semester. Development of the Faust legend. Lectures, discussions, papers. Exercises in German syntax.

Nineteenth Century Literature, second semester. A rapid survey of the origin, growth and influence of the chief literary movements of the century, such as romanticism, etc. Reading of representative works of the most important authors of the period.

3. German Lyric Poetry.

Three hours a week.

Representative German lyric poetry from the early modern period *Volkslied* to the death of Heine, with special references to the Romantic School.

German conversation. Open only to seniors and juniors. Conversation will be based on subjects connected with modern Germany, its life, customs and institutions. The student will have an opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary and much valuable information. This course is also intended to anticipate problems which the teacher of German is likely to meet.

VIII. History and Economics

SARAH RICE BRADFORD, *Professor.*

History

1. European History.

Required of A.B. and B.S. sophomores. Three hours a week for a year. Sec. (a), Monday, Wednesday, Friday, 10; Sec. (b), Tuesday, Thursday, Saturday, 1:30.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note-book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

This is a sophomore study and should not be taken until English Composition 1 has been completed.

TEXTS REQUIRED.—Robinson, *History of Western Europe*; Trenholme, *A Syllabus for the History of Western Europe*; McMurry, *How to Study; Current Events; Directions for Written Work in History*.

2. English History.

Open to juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

First semester: England from the earliest historic times through the Revolution of 1688-1689.

Second semester: From William and Mary to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.

History 2 may be elected either semester, although students are urged to take the full year's work.

TEXTS REQUIRED.—Trenholme, *An Outline of English History; Current Events; Directions for Written Work in History*.

*[3. Colonial and United States History to 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year. Wednesday, Friday, 11, and a third hour at the pleasure of the professor.

As the students have unusual opportunities for study at the state library, much of the work of the class is done there.

TEXTS REQUIRED.—Channing, Hart, and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.]

4. History of the United States since 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year. Tuesday, Thursday, 11, and a third hour at the pleasure of the professor.

TEXTS REQUIRED.—Channing, Hart, and Turner, *Guide to the Study of American History*, Revised Edition; *Current Events*; *Directions for Written Work in History*.

5. Contemporary History.

Open to juniors and seniors. One hour a week for a year. Hour of recitation to be arranged.

6. History.

Required of freshmen in Music. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

The aim of this course is to give a general view of the political, religious, and social history of Europe with emphasis on the conditions that especially affected the arts. It is designed to serve as a background for the courses in the History of Music.

This course may not be substituted by other students for History 1.

Economics

1. Principles of Economics.

Required of B.S. juniors and open to A.B. juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 10.

*Not given in 1920-1921. History 3 and 4 are usually given in alternate years.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the labor movement, monopolies, railroads, trusts, taxation, and economic reform.

TEXTS REQUIRED.—Seager, *Principles of Economics*; *Current Events*; *Directions for Written Work in History*.

IX. *Home Economics

ANNE LEAMING BOOKER. *Professor.*

Cooking

1. Cooking.

Required of sophomores in the B.S. course. Open to other college students. One lecture and two laboratory periods (one of three and one of two hours) each week throughout the year. Three hours credit. Lecture, Thursday, 10.

The aim of this course is to give a knowledge of the fundamental principles and processes involved in the preparation, preservation, and serving of foods, and to develop skill in the technic of cookery. Food composition and combinations are studied in connection with the planning, preparation, and serving of typical meals. Special attention is given to the balancing of foods, the cost, and the various conditions affecting food questions.

2. Cooking.

Required of seniors in the B.S. course. Open to other students who have completed Cooking 1 and Chemistry 2. One lecture and one laboratory period of three hours a week the second semester. Five hours of work a week outside of class is required. One and one-half hours credit. Lecture, Monday, 12.

This course is the summation of the principles studied in Cooking 1 and Dietetics with the emphasis on the application of the principles of food requirements to invalid diet.

*Maximum credit allowed toward A.B. degree is six hours.

3. Dietetics.

Required of seniors in the B.S. course. Open to other students who have completed Cooking 1 and Chemistry 2. Three hours a week for the first semester. One and one-half hours credit. Monday, Wednesday, Friday, 10.

The aim of this course is to give a knowledge of the nutritive requirements of the body in health, disease, and under varying conditions of environment, age, occupation, etc. Special attention is given to the study of a few pathological conditions especially affected by diet.

4. Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in other courses. Two hours a week for a year. Tuesday, Thursday, 12.

The aim of this course is the application of scientific principles to the problems of the modern home maker. The apportionment of time and income, the efficient organization and the history of the family, and its economic and social relationships are discussed.

Sewing

1. Sewing.

Open to juniors and seniors. Two laboratory periods of two hours each a week throughout the year. No credit is allowed for this course.

This course includes instruction and practice in plain hand and machine sewing, the study of textiles, and the use of commercial patterns.

X. Latin and Greek

*HELEN HULL LAW, *Professor.*

MAY EVA ALLEN, *Professor.*

0. Latin. Virgil; Latin Prose Composition.

This course is designed for those who offer only three units in Latin for entrance and counts three hours toward a degree.

*Resumes Charge 1920-1921.

a. Virgil, *Æneid*. Three hours a week for a year. Monday, Wednesday, Friday, 11.

Virgil's life and works; translation; Latin hexameter.

b. Latin Prose Composition. One hour a week for a year. Saturday, 11.

TEXT.—Bars, *Writing Latin II*.

1. Livy, Horace; Latin Prose Composition.

Required of candidates for the A.B. degree. Open to those who offer four units of Latin for entrance.

a. Livy, two hours a week for the first semester.

Sec. (a), Tuesday, Thursday, 10; Sec. (b), Tuesday, Thursday, 11; Sec. (c), Monday, Wednesday, 12.

Selections from Books XXI and XXII (Westcott); study of Livy's style and Livy as a historian.

b. Horace, two hours a week for the second semester.

Selections from the *Odes* and *Epodes* (Smith); History of the Augustan age; the life and personality of Horace; metres and literary style.

c. Latin Prose Composition one hour a week for a year. Saturday, 10, 1:30; Friday, 12.

Prepared and sight exercises. Gildersleeve-Lodge, *Latin Composition*.

2. Cicero; Latin Poets.

Open to those who have completed Latin 1. Two hours a week for a year. Thursday, Saturday, 12.

a. Cicero, *Letters* selected to show personality of Cicero and the life of the times; *De Amicitia*; Cicero's views concerning friendship compared with those of modern writers.

b. Latin poetry; selections from the poems of Catullus, Tibullus, Propertius, and Ovid; style, metres, development of the Roman elegy; Alexandrian school of poetry.

*3. [Tacitus, Pliny, Horace.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 12.

*Latin 3 and 6 are given in alternate years. Latin 3 will not be given in 1920-1921.

a. Tacitus, *Agricola* and *Germania*; Tacitus as a historian; study of his style.

b. Pliny, *Letters* (sight reading); Roman life as portrayed by Pliny.

c. Horace, *Satires* and *Epistles*; Horace, the man, the satirist, the philosopher, the literary critic.]

†4. [Roman Private Life. Outline History of Latin Literature.

Open to all who have completed Latin 1. One hour a week throughout the year. Friday, 11. Lectures and assigned reading.]

5. Latin Prose Composition.

One hour a week throughout the year.

Advanced prose composition and study of the principles of Latin syntax; methods of teaching Latin in secondary schools. Designed especially for those expecting to teach.

6. Latin Comedy; Virgil.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 1:30.

a. Latin comedy; selected plays of Terence and Plautus; Roman theatrical antiquities; origin and development of Latin comedy.

b. Virgil, *Eclogues*, *Georgics*, and *Æneid*, Books VII-XII. Virgil as the great national poet; his influence on later literature.

Greek

*1. Elementary Course.

Open to all college students. Three hours a week for a year. White, *First Greek Book*; Xenophon; *Anabasis*. Tuesday, Thursday, Saturday, 12.

*2. Elementary Course continued.

Open to those who have completed Greek 1. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

Homer, Selections from the *Odyssey* or *Iliad*; Plato, Selections from the *Crito*, *Apology*, and *Phaedo*.

*Greek 1 and 2 given in alternate years. Greek 2 will not be given 1920-1921.
 †Latin 4 and 5 are given in alternate years. Latin 4 will not be given in 1920-1921.

XI. Mathematics

IDA BARNEY, *Professor*.

1. Solid Geometry, College Algebra, and Plane Trigonometry.

Required of freshmen in the A.B. and B.S. courses; open to other college students. Four hours a week for a year. Sec. (a), Tuesday, Wednesday, Friday, Saturday, 9; Sec. (b), Monday, Wednesday, Thursday, Saturday, 12.

Solid Geometry, complete.

TEXT.—Slaught and Lennes, *Solid Geometry*.

Advanced Algebra.—This work includes complex numbers, permutations, combinations, determinants, theory of equations, inequalities, and discussion of the binomial theorem for positive integral exponents.

TEXT.—Fite, *College Algebra*.

Plane Trigonometry.—Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Wells, *New Plane Trigonometry*.

2. Analytic Geometry.

Open to students who have completed course 1. Three hours a week for a year. Monday, Wednesday, Friday, 11. Plane and (in part) Solid Analytic Geometry.

TEXT.—P. F. Smith and A. S. Gale, *New Analytic Geometry*.

3. Differential and Integral Calculus.

Open to students who have completed course 2. Three hours a week for a year. Tuesday, Thursday, Saturday, 1:30.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Townsend and Goodenough, *Essentials of Calculus*.

4. Foundations, Methods, and Problems of Geometry.

Open to students who have completed the Calculus. Three hours a week for a year. Tuesday, Thursday, Saturday, 2:30.

The course will include both practical and theoretical work; famous problems of antiquity; methods for attacking Euclidean problems; geometrography; and occasional lectures on the history of Mathematics. American, French, and German texts.

XII. Physics

J. GREGORY BOOMHOUR, *Professor*.

1. General Physics.

Required of juniors in the B.S. course. Elective for other college students. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures, Monday, Wednesday, Friday, 11.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on Mechanics, Sound, Light, Heat, Magnetism, and Electricity. Special attention is given to the explanation of the phenomena of everyday life.

TEXT.—Black and Davis, *Practical Physics*. Laboratory Guide: Black, *Laboratory Manual in Physics*.

2. Advanced Physics.

Open to juniors and seniors. Three hours a week for a year.

A more advanced course in Physics arranged for those who are majoring in science. Particular attention is paid to Mechanics, Heat, Light, Electricity, and Magnetism, and their varied uses in the home and for commercial purposes.

XIII. Social Science

LEMUEL ELMER McMILLAN FREEMAN, *Professor*.

1. Ethics.

Required of juniors in the A.B. and in the B.S. courses who do not take Sociology. Three hours a week for the second semester.

Historic types of morality are investigated. The general lines of moral development are noted. Representative ethical theories are examined. Present-day moral standards are investigated with a view to discovering the modifications demanded by changing social conditions.

TEXT.—Dewey and Tufts, *Ethics*.

2. Sociology.

Elective for juniors or seniors in the A.B. and in the B.S. courses. Three hours a week for the first semester.

The development of social life is traced from its origin in primitive times to its present status in a democracy. Attention is then given to some of the most important social problems and the proposed methods of social reform.

TEXT.—Towne, *Social Problems*.

XIV. Spanish

A. Elementary Spanish.

Four hours a week for a year. Monday, Wednesday, Friday, Saturday, 12.

Thorough drill in pronunciation. Mastery of the essentials of grammar. Composition, reading, dictation and conversation.

TEXTS.—Moreno, *Lacalle, Elementos de Espanol, El Panorama, Anécdotas Españolas, Valera, El Pajaro Verde, Moratin, El Sí de Las Niñas*.

B. Elementary Spanish.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 1:30.

Grammar, prose, composition, reading and conversation.

TEXTS.—Spanish Prose Composition. Valdes, *La Hermana San Sulpicio*; Galdós, *Doña Perfecta*; Echegaray, *O Locura o Sanidad*; Calderón, *La Vida es Sueño*.

School of Art

School of Art

IDA ISABELLA POTEAT, *Professor.*

NEW YORK SCHOOL OF FINE AND APPLIED ART; COOPER UNION ART SCHOOL, NEW YORK; SCHOOL OF APPLIED DESIGN, PHILADELPHIA; PUPIL OF MOUNIER; CHASE CLASS, LONDON.

ANNE STEPHENS NOBLE, *Instructor in China Painting.*

STUDENT CHOWAN COLLEGE; MRS. E. N. MARTIN, WASHINGTON, D. C.; MISS MASON, NEW YORK CITY.

The Art Department is accommodated in a large studio on the fourth floor of Main Building. It is furnished with casts and such artistic material as is necessary for the work, and is well lighted with large windows and skylights sloping to the north.

The system of instruction seeks to develop originality and encourage the individuality of the student. Art and Nature are brought together in a practical and critical way. A club, which meets once in two weeks, gives the students an opportunity to know what is being done in the world of art at the present time.

No student will be permitted to register in the School of Art for less than one-quarter of a year, or one-half semester.

Admission and Conditions

For full admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 34-43. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Outline of Course for Diploma in Art

Freshman Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Freehand drawing in charcoal from geometrical solids, vases, fruits, foliage, and flowers.....	..	14	
Color analysis and values.....			
Flat washes in watercolor.....			
Modeling in clay			
Perspective in pencil drawings and pastel			
*English Composition 1.....	3	9	(61)
‡Latin 0 or	3	9	(70)
‡French 1 or			(64)
‡German 1			(66)
*Electives	5	15	
Total hours of work each week, including preparation .....	..	47	

Sophomore Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Elementary antique .....	..	18	
Still life painting			
Original designing			
Outdoor sketching			
Perspective			
Composition			
*English Literature 1	3	9	(62)
*History 1	3	9	(67)
*Electives	3	9	
Total hours of work each week, including preparation .....	..	45	

*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Students will continue the foreign language offered for entrance.

Junior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Advanced antique .....	..	20	
Still life painting			
Illustration and composition			
Advanced modeling			
Life drawing			
Landscape painting			
*Art History 1	2	6	(82)
*Physiology (1st semester)	1½	4½	(56)
*Electives	4½	13½	
Total hours of work each week,		—	
including preparation .....	..	44	

Senior Year

Subjects	Credit Hours	Total Hours	Page
†Studio Work:			
Painting from still life in oil, water- color and pastel .....	..	20	
Painting from the head and draped life model			
Landscape painting in all mediums.			
Applied design			
Original compositions; normal work			
*Art History 2	1	3	(82)
‡*Electives	7	21	
Total hours of work each week,		—	
including preparation .....	..	44	

*One hour of recitation is supposed to require two hours of preparation.

†When the head of the department deems it advisable, she may require a student to reduce the number of studio hours and increase her literary work by an equivalent amount.

‡Those expecting to teach are advised to elect Education 2.

DEPARTMENT OF CHINA PAINTING

MISS NOBLE.

First Year: Elements of ornamentation, principles of porcelain decoration, study of technique.

Second year: Enamels, lustres, and application of original designs.

HISTORY OF ART

1. History of Art.

Required of juniors. Elective for A.B. and B.S. students.
Prerequisite, English Composition 1. Two hours a week for a year. Wednesday, Friday, 1:30.

First semester: Architecture.

Second semester: Sculpture and Painting.

TEXTS.—Goodyear's *History of Art*; Reinach, *Apollo*; collateral reading.

2. Advanced History of Art.

Required of seniors. Elective for A.B. and B.S. students.
Prerequisite, History of Art 1. One hour a week for a year.
Hour to be arranged.

An intensive study of selected subjects and periods in Art, with lectures, discussions, and special history papers.

Course in Art Education

Two hours a week for a year. Elective for A.B. or B.S. students, and as such counts one hour toward a degree. Wednesday, Friday, 12.

The following course is offered for those who are expecting to teach in the public schools; for those who wish to know something of the theory and practice of design as related to the home and the trades; and for those who wish to cultivate an appreciation of the principles of beauty as seen in nature and in the fine arts.

Art students may substitute this course for an equivalent part of the work of the senior year.

FIRST SEMESTER:

1. Composition in line and mass; space arrangement; principles of rhythm, balance, emphasis, and unity; grade work for first and second years, based on the Prang System of Art Education; problems.

2. Theory, relations, and harmony of color; color as to hue, value, intensity, and luminosity; color applied to interior decoration; grade work for third and fourth years; an elective craft; problems.

SECOND SEMESTER:

3. Water-color painting; flowers, fruits, and landscape; an elective craft; grade work for fifth, sixth, and seventh years; problems.

4. Occasional lectures continuing through the year; a study of some historic masterpiece as related to our present-day problems; an elective craft.

5. Problems for high school work.

School of Music

Faculty of Music School

DINGLEY BROWN, Mus.D.,

LONDON COLLEGE OF MUSIC, LICENTIATE, AND DOCTOR OF MUSIC; FELLOW SOCIETY OF SCIENCE AND ARTS, LONDON.

DIRECTOR-PROFESSOR OF PIANO AND ORGAN.

HELEN MARIE DAY,

PUPIL OF CHAS. B. STEVENS AND ARTHUR J. HUBBARD, BOSTON; CHAS. M'KINLEY, NEW YORK; COTOGNI, ROME; MME. MATZA VON NIESSON STONE, BERLIN; CLERBOIS, PARIS; VILLANI, MILAN.

PROFESSOR OF VOICE CULTURE.

HARRIET LOUISA DAY,

PUPIL OF MRS. HUMPHREY ALLEN; ARTHUR J. HUBBARD, BOSTON; MME. MATZA VON NIESSON STONE, BERLIN.

PROFESSOR OF VOICE CULTURE.

HOPE N. PORTREY,

DIPLOMA OF T.C.L. ASSOCIATED BOARD OF R.A.M. AND R.C.M.; LEIPSIK CONSERVATORY, DIPLOMAS FOR VIOLIN AND PIANO; CERTIFICATE SCHOOL OF MUSIC, COLUMBIA UNIVERSITY.

PROFESSOR OF VIOLIN.

LAURA EIBERG, Mus.B.,

GOLD MEDALIST, AMERICAN CONSERVATORY OF MUSIC, AND CHICAGO MUSICAL COLLEGE, CHICAGO. PUPIL IN PIANO OF EARL DENNISON BLAIR; COMPOSITION AND ORCHESTRATION OF ARTHUR OLAF ANDERSON; NORMAL WORK UNDER JOHN J. HATTSTEADT, VICTOR GARWOOD AND ALLEN SPENCER

PROFESSOR IN PIANO.

*SARAH LAMBERT BLALOCK,

DIPLOMA IN PIANO, MEREDITH COLLEGE SCHOOL OF MUSIC; STUDENT FAELTEN PIANOFORTE SCHOOL, BOSTON; PUPIL OF EUGENE HEFFLEY, NEW YORK CITY.

INSTRUCTOR IN PIANO.

MABEL AUGUSTA BOST,

PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF BURROWS KINDERGARTEN SCHOOL.

INSTRUCTOR IN PIANO.

*On leave of absence 1920-1921.

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.
INSTRUCTOR IN MUSIC PEDAGOGY.

LEILA NOFFSINGER HORN, Mus.B.,

OBERLIN CONSERVATORY OF MUSIC, OBERLIN, OHIO, GRADUATE IN PIANO AND
THEORY; PUPIL IN PIANO OF MRS. MAUDE T. DOOLITTLE; IN
THEORY OF PROF. ARTHUR E. HEACOX; IN ORGAN
OF PROF. J. F. ALDERFER.
INSTRUCTOR IN THEORY.

BESS COWLES JOHNSON, Mus.B.,

PUPIL OF HERBERT S. MILLER, BUSH CONSERVATORY, CHICAGO. PUPIL OF
LUCILLE STEPHENSON, COSMOPOLITAN SCHOOL OF MUSIC, CHICAGO.
PUPIL OF ALICE PRINCE MILLER, CHICAGO.
INSTRUCTOR IN VOICE.

Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work. Since it is generally recognized that in order to have a broad and thorough knowledge of the science and appreciation of music one must also be trained along other lines, a literary requirement for entrance and also for graduation is made in addition to the special music and theoretical work.

The school is equipped with thirty-eight upright pianos, three grand pianos, one pedal piano, two organs, and a library of records of standard compositions for use on the pianola, making a thorough equipment for technical and artistic teaching.

Admission to Music Classes

- A. Literary requirements.
- B. Musical and technical requirements.

A. *Literary requirements.*

For full admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 34-43. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for a diploma in music must offer:

English	3 units
French or German }	2 units
or Spanish }	
Elective*	10 units
<hr/>	
Total	15 units

*Any required or elective subjects allowed for entrance to the A. B. course may be offered (see page 32); also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

B. Musical and technical requirements.

Students are graded in Music according to the quality as well as to the quantity of work done; therefore, on entering they will be clasified only tentatively until the value of their entrance Music can be determined. They will be assigned to teachers according to the grade of work which they are capable of doing. Resident students may study only with teachers engaged by the college.

Piano

First Year:

Arm and hand and wrist foundation work; hand and finger action combined with the proper use of the wrist and arm.

Scales: All major and minor scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

Studies suggested: *Duvernoy, *Op. 176*, 2 books; Köhler, *Op. 218* and *Op. 163*; Gurlitt, *Op. 197*; Mrs. Virgil, *Melodious Studies*, 2 books.

Pieces suggested: Dennée, *Petite Valse*; Gurlitt, *The Fair*; Neidlinger, *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song Without Words, Morning Song*; Reinecke, *Evening Peace, Barcarolle, At Sunset, Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance, Cradle Song*.

Second Year:

Scales: Further development of technical work; all major and minor scales, two octaves. one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

Studies suggested: Köhler, *Op. 242* and *Op. 157*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

Sonatina: *Clementi, *Sonatina in C Major No. 1* or its equivalent required.

Pieces suggested: Heller, *L'Avalanche, Curious Story*; Schumann, *Album for the Young*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto, Fairy Story, Hunting Song*.

Third Year:

Scales: Further development of technical work; all major and minor scales, one, two, and four notes to M.M. 60; triads; dominant and diminished seventh arpeggios.

Exercises: Wolff, *Der Kleine Pischna*.

Bach: *First Year Bach*, arranged by Foote.

Studies: *Köhler, *Op. 50*; Foote, *First Year Händel*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; *Brauer, *Op. 15*; Gurlitt, *Op. 146*.

Sonatinas by Diabelli, Clementi, Kuhlau, Bertini, and others.

Pieces suggested: Mayer, *Butterflies*; Tschaikowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino*, *Op. 64*.

Fourth Year:

Scales: Technical work continued; †all scales, major and minor, harmonic, in four octaves, four notes to M.M. 80, parallel motion; all arpeggios.

Exercises: *Wolff, *Der Kleine Pischna*.

Studies suggested: *Duvernoy, *Op. 120*; Bertini, *Op. 100*; Czerny, *Op. 636*; Jensen, *25 Piano Studies*; Heller, *Op. 46*; Gurlitt, *Op. 54*.

Bach: *Little Preludes*.

Sonatas or Sonatinas suggested (one required): Mozart, *Sonata in C Major*; Beethoven, *Sonata in G Minor*, *Op. 49*; Clementi, *Sonatina in D Major*.

Pieces suggested: Händel, *Courante* (Foote); Heller, *Il Penseroso*; Jensen, *Elfin Dance*; Schytte, *Youth and Joy*; Lack, *Cabaletta*; Chaminade, *Gavotte*; Dennée, *Tarantelle*; Grieg, *Album-leaf in A Major* and *in E Minor*.

Organ

An acquaintance with the piano keyboard and a facility in sight-reading are necessary before beginning organ. Those who contemplate taking work in this department should consult with the dean. Students who take their diploma in Organ must do three years of work in this department after having completed and been examined in the freshman work in Piano; therefore the entrance requirements are the same as those for Piano. See page 90.

Violin

First Year:

Correct position of violin and bow; a theoretical and practical knowledge of the first position; all major and minor scales in one octave; various rhythmical and staccato bowings.

*No student will be admitted to the freshman music class unless she can play faultlessly all major and minor scales.

Books suggested: Hersey, *Modern Violin Method*; de Bériot, *Violin Method*; Lamoureux, *Violin Method*.

Etudes suggested: Wohlfahrt, *Etudes*; Samie, *Etudes Mignonnes*; St. George, *30 Short Etudes*; Dancla, *One Octave Exercises*.

Pieces suggested: Short pieces by Jean Conte, Bloch, Gustave Stube, Lange, and others.

Second Year:

Theoretical and practical knowledge of all the positions; all major and minor scales in two octaves; staccato and saltato bowings.

Books suggested: Hrimaly, *Scale Studies*.

Etudes suggested: Kayser, *36 Etudes*; Meerts, *Elementary Studies*.

Concertos suggested: Seitz, *Pupil's Concertos, G Major, No. 2*.

Pieces by Hermann, Bohm, Dancla, Hollander, and others.

In addition to the entrance requirements in Violin, freshmen are required to offer in Piano the same entrance work as those majoring in Piano.

Voice

Students wishing to take their diploma in Voice must offer the same entrance work in Piano as those majoring in Piano. The Voice work of students who cannot meet the entrance requirements will be rated as preparatory.

Theory

A knowledge of notation; the formation of major and minor scales, and of major and minor triads; relative keys, simple time; tonality; and intonation.

Conditioned Students

A freshman may be conditioned to the extent of two units, but only a slight condition will be allowed in the department in which she majors.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in the department in which she majors.

Irregular Students

Music students may be admitted as irregular under the conditions laid down in either A or B. If in residence, they are required to take fifteen hours a week.

A. Those who cannot meet the entrance requirements in practical Music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in Music. They may be conditioned to the extent of two units.

B. Those who are at least twenty years of age and give proof of adequate preparation for the courses sought may be classed as irregular students in Music.

Requirements for Graduation

To be entitled to a diploma from the School of Music, the student, in addition to the fifteen units offered for entrance, must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, the required theoretical and literary courses, the required number of electives (see courses outlined, pages 96-97, for Diploma in Music), and must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Organ, Violin, and Voice must have completed and been examined on the sophomore work in Piano.

Each music student is required to take approximately forty-five hours of work a week. This is the equivalent of the number of hours assigned the students in the A.B. and B.S. courses, where it is rated as fifteen hours of recitation and thirty hours

of preparation. No student may take more than forty-eight hours of work a week, except by action of the academic council. A senior is not required to take more than the number of hours necessary to obtain her diploma.

During the regular examination week at the end of the second semester all students studying in the School of Music, except mature nonresident students registered for music only, will take an examination before the college Music teachers. Those taking Preparatory Music will have an examination before the instructors in that department, and the director.

At the end of the first semester, examinations will be given to such students as apply for them, and to those who, in the opinion of the teacher and director, should take them.

Public School Music

In order to meet the demand for well-equipped public school music supervisors, Meredith College offers a four year course leading to a diploma in this subject, the first two years of which are the same as for the regular music course. See page 96.

The aim of this course is to train the student in subject-matter, to bring her to an appreciation of the general conditions to be found in the schoolroom, and to prepare her to meet, in an efficient manner, the supervisor's problems from the primary grades through the high school.

Students' Recitals

Students' recitals are held every Thursday at five o'clock. All music students are required to attend, and to take part in them when requested to do so by their teachers.

Freshmen and sophomores in all departments will appear in recital at least once each semester. However, freshmen in Voice may be excused the first semester at the discretion of the instructor. Juniors will be heard twice each semester; seniors, at

the discretion of their major professors. Preparatory students and college students not majoring in Music will be required to appear once a year. Each number on the programs will include a study or an exercise.

Only graduates and unconditioned seniors may give individual recitals. Those completing merely the work in Piano, Voice, Organ, or Violin, but who have not taken the theoretical and literary work outlined in the course of study leading to a Diploma in Music, may appear in college programs only in groups of three as advanced students.

All students' recitals are under the supervision of the director, who will arrange the programs with the teachers whose students are to take part in them.

Concerts

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students are expected to attend all concerts given under the auspices of the college.

Recitals, which are free to all students, are given at intervals during the session by members of the Music faculty.

Music Supplies

Music students are expected to deposit a sum of money at the beginning of the session, sufficient to pay for music supplies, used. College students should deposit \$5; preparatory students, \$2.50. Music supplies will be under the direction of the college, and may be got from the secretary at her office hours. No music will be charged to students.

Outline of Course for Diploma in School of Music

Freshman Year

Subjects	Credit Hours	Total Hours	Page
*English Composition 1	3	9	(61)
*European History 6	3	9	(68)
*French 1 or German 1.....	3	9	(64)
*Theory 1	1	4	(99)
Recitals		1	(94)
Two half-hour music lessons each week		1	
†‡Practice		15	
Total hours for work each week,		—	
including preparation		48	

Sophomore Year

Subjects	Credit Hours	Total Hours	Page
*English Literature 1	3	9	(62)
*French 2 or German 2.....	3	9	(64)
*Harmony 1	2	6	(99)
*Music History 1	3	9	(101)
Recitals		1	(94)
Two half-hour music lessons each week		1	
†‡Practice		12½ to 15	
Total hours of work each week,			
including preparation		47½ to 50	

*Each hour of recitation is supposed to require two hours of preparation.

†Students majoring in Organ practice one to two hours daily; the rest of their practice hours are in Piano.

‡Freshmen and sophomores in Voice practice only one or two hours daily in this subject; the remainder of their practice hours are in Piano, the freshman work of which is to be completed by the end of the sophomore year.

Junior Year

Subjects	Credit Hours	Total Hours	Page
Harmony 2	2	6	(100)
Analysis 1	2	6	(100)
Music Pedagogy 1	1	1	(101)
*Electives	3	9	
Ensemble		1	(102)
Recitals		1	(94)
Two half-hour music lessons each week		1	
†‡Practice		20	
Total hours for work each week,		—	
including preparation		45	

Senior Year

Subjects	Credit Hours	Total Hours	Page
Harmony 3	2	6	(100)
Music Pedagogy 2	1	3	(102)
*Electives	3	9	
Chamber Music		1	(103)
Interpretation		1	(103)
Recitals		1	(94)
Two half-hour music lessons each week		1	
†‡Practice		20	
Total hours for work each week,		—	
including preparation		42	

*Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education.

†Students majoring in Organ practice two hours daily; the rest of their practice hours are in Piano.

‡Juniors and seniors majoring in Voice practice two hours daily. The other hours are made up in sophomore Piano.

SCHEDULE OF RECITATIONS, SCHOOL OF MUSIC

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00		Methods Theory 1 (a)	Music Analysis	Music Pedagogy 2	Methods Theory 1 (a)	Music Analysis
10:00	English Comp. 1 Music Pedagogy 1	French 1	English Comp. 1	French 1	English Comp. 1	French 1
11:00	Music History 1	German 2 Harmony 1 Harmony 3	Music History 1	Interpretation	German 2 Harmony 1 Harmony 3	Music History 1
12:00		French 2 History 6	Harmony 2	French 2 History 6		French 2 Harmony 2 History 6
1:30		English Lit. 1 Theory 1 (b)	Music History 2	English Lit. 1	Theory 1 (b)	English Lit. 1
3:30				Choir Rehearsal		
5:00		Ensemble		Recital		

*Theoretical Department

DINGLEY BROWN, *Professor.*

HOPE N. FORTREY, *Professor.*

LAURA EIBERG, *Professor.*

LELIA NOFFSINGER HORN, *Instructor.*

MRS. WILLIAM JASPER FERRELL, *Instructor.*

Theory

1. Theory and Sightsinging (Solfeggio).

Required of freshmen. Two hours of class work and two hours of preparation a week. Tuesday, Friday, 9 and 1:30.

First semester: Notation; study of diatonic intervals; major and harmonic minor scales; simple time; accent and rhythm; clefs; triads, both major and minor.

Interval and melody writing by dictation; recognition of major and minor triads by ear.

Second semester: Chromatic intervals; chromatic and melodic minor scales; compound time; diminished and augmented triads; musical terminology; transposition; more advanced rhythm.

More advanced melody writing by dictation; continuation of chromatic intervals and triads.

Sight-singing exercises in different rhythms and melody sight-singing; practice in beating time and all other essentials that precede the study of harmony.

Harmony

1. Harmony.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Tuesday, Friday, 11.

First semester: Intervals, triads and their inversions; progressions of parts; dominant seventh chord; perfect and plagal cadences, both written and played; harmonization of simple melodies in four parts open score.

Second semester: Simple counterpoint, all five species, in two and three parts, open score, using all clefs.

*Maximum credit allowed toward the A.B. or B.S. degree is six hours.

2. Harmony.

Required of juniors. Elective for A.B. and B.S. students.
Two hours a week for a year. Wednesday, Saturday, 12.

First semester: Simple counterpoint in four and five parts, all five species; also combination of species and points of imitation.

Second semester: Fundamental and secondary discords; dominant seventh; major and minor ninth; major and minor eleventh; writing simple original melodies.

3. Harmony.

Required of seniors. Two hours a week for a year. Tuesday, Friday, 11.

First semester: Major and minor thirteenth; chromatic and mixed discords. All cadences; sequences; suspensions; pedal points; modulations, both written and at the keyboard.

Second semester: Writing original melodies, and harmonizing same; canon and fugue.

Analysis

1. Musical Form and Analysis.

Required of juniors. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 9.

Elements of musical form from the motive and primary to the analysis of important types of classic and modern music with special reference to the sonata as the type of the perfect form.

Composition

1. Composition.

Elective for juniors and seniors. One hour a week for a year.

Original piano composition in the forms of the classic period; Minuet, Gavotte, Bourrée, Rondo, Sonatina, Sonata; writing of songs, anthems, and other vocal compositions.

2. Instrumentation.

Open to students who have completed Composition 1. One hour a week for a year.

A thorough and practical study of all the instruments of the modern orchestra; the reading of orchestral scores; transposition at sight of any phrase into the key and setting (clef) needed for any given instrument; arranging of piano compositions for (*a*) string orchestra, (*b*) full orchestra, (*c*) for choral use; the arranging of orchestral scores for piano for two hands, four hands, and eight hands.

History of Music

1. History of Music.

Required of sophomores. Elective for A.B. and B.S. students. Three hours a week for a year. Monday, Wednesday, Saturday, 11.

A detailed and intensive study of the history of Music from primitive times to the present time with the background of political and social history.

This course may not be taken until English Composition 1 and History 6 have been completed.

TEXT.—Matthews, *History of Music*.

2. Advanced History of Music.

Open to Music seniors. One hour a week for a year. Wednesday, 1:30.

A critical analysis of instrumental and vocal masterpieces of all periods, with special attention to orchestral and choral works.

Music Pedagogy

1. Music Pedagogy.

Required of juniors. One lecture each week. This work does not require preparation. Monday, 10.

Methods of teaching to children notation, piano technique, elements of theory, rhythm, ear training. Material for beginners of different ages.

2. Music Pedagogy.

Required of seniors. One hour a week for a year. Thursday, 9.

Continuation of the work of the junior year, with special reference to class work; methods of presenting major and minor scales and triads, dominant seventh and diminished chords; lectures on general aspects of piano teaching; a systematic study of teaching material; means and methods of correcting mistakes in technic, intonation and rhythm.

Students taking this work do two hours of practice teaching each week under the direct supervision of the instructor.

Public School Music Methods

1. Public School Methods.

Required of juniors in Public School Music. Elective for other students, and as such counts one hour towards a degree. Two hours a week for a year. Tuesday, Friday, 9.

Problems and methods of music instruction in the grades and in the high school; beating time; sight-reading; individual and part singing; rote songs; how to conduct the music period; formation and conducting of school choruses and orchestras; the necessity for music study in public schools; supervision; relation of supervisor to other teachers, the superintendent, and to the community.

Ensemble Playing

1. Ensemble.

Required of juniors. One hour a week for a year. Tuesday, 5 p. m.

Four- and eight-hand arrangements of the simpler overtures and symphonies of the classical masters, with the addition of stringed instruments, are studied. Ensemble is valuable in that it cultivates self-control, proficiency in sight-reading, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

2. Chamber Music.

One hour a week. Required of seniors. Wednesday, 7:45-9:45 p. m.

One of the chief advantages which a School of Music offers is the opportunity for advanced ensemble playing. The course comprises a practical study of the classic and modern works of Chamber Music from the easy sonatas by Haydn and Mozart to the more advanced forms of Chamber Music, such as trios and quartets by Beethoven, Mendelssohn, Schubert, Brahms, and others.

Classes are organized as follows: (1) Chamber Music for piano and stringed instruments, 1 hour per week; (2) String quartet class, 1 hour per week.

Interpretation Class

1. Interpretation.

Required of seniors. One hour a week for the year. Thursday, 11.

The aim of this class is to enable students to understand and interpret the work of all periods and styles through a knowledge of the æsthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and to his time. Special attention is given to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents and trills. Compositions studied by different members of the class are analyzed, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire.

Chorus and Choir Training

1. Chorus and Choir Training.

Required of Music students with good singing voices, and open to other students with good singing voices. One hour a week for a year. Thursday, 3:30.

The college choir is composed of approximately sixty voices. The best music, consisting of hymns, anthems, and choruses, is studied. The choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons, and on other public occasions.

Department of Pianoforte

DINGLEY BROWN, *Professor.*

LAURA EIBERG, *Professor.*

HOPE N. PORTREY, *Instructor.*

*SARAH LAMBERT BLALOCK, *Instructor.*

MABEL AUGUSTA BOST, *Instructor.*

1. FRESHMAN.

Scales: Major and both forms of minor, similar and contrary motion; also two, three and four to one.

Arpeggios: Major and minor triads; dominant and diminished sevenths; similar motion.

Technique: Provided and applied according to the needs of the individual student.

Etudes: Czerny, *Op. 299*; Biehl, *12 Melodious Studies*; Heller, *Op. 46*; Loeschhorn, *Op. 66*.

Bach: Two part Inventions (8 required).

Sonatas: Haydn, *D major; E Minor and F*; Mozart, *F Major*; Clementi, *D Major*. Any other Sonatas of the same grade accepted.

Pieces: The easier *Songs without Words* by Mendelssohn; Grieg's *Album Leaves*, and pieces of similar difficulty.

2. SOPHOMORE.

Scales: Major and both forms of minor, in thirds, sixths and tenths; similar and contrary motion; also two, three and four to one; and all

Arpeggios: In sixths; eighths and tenths, in similar and contrary motion.

Technique: Enlarged so as to meet all requirements of the grade.

Etudes: Czerny, *Op. 299*, continued; Cramer, selected studies; Heller, *Op. 45*; Loeschhorn, *Op. 67, Bk. 1*; *Low Octave Studies*; Bach, *Three-part Inventions* (10 required).

Sonatas: Mozart, *In D*; Beethoven, *Op. 14, Nos. 1 and 2*; *Op. 2, No. 1*; and others of like difficulty.

Pieces: Rheinberger, *Ballade in G Minor*; Raff, *La Fileuse*; Grieg, *Op. 43*; Rubinstein, *Romance*; Seeboeck, *Gondoliera*; MacDowell, *Woodland Sketches*.

*On leave of absence 1920-1921.

3. JUNIOR.

Scales: In double thirds, both major and minor.

Technique: Continued double notes. Moskowski.

Etudes: Clementi, *Gradas ad Parnassum*; Haberbier, *Op. 53*; Jensen, *Op. 32*; Loeschhorn, *Op. 67, Bks. 2 and 3*; Heller, *Op. 16*; Kullak, *Op. 48, Bk. 2*.

Bach: Well tempered Clavichord.

Sonatas: Beethoven, *Op. 10, Nos. 1, 2, 3*; *Op. 26*; *Op. 27*; or others of same grade.

Pieces: Chopin, *Waltzes*; *Polonaises*; Schubert, *Impromptus*; Schumann, *Bird Prophet*, and modern works of the same grade of difficulty.

4. SENIOR.

Scales: Continued in double thirds at increased tempo; also double sixths both major and minor. Technical work continued.

Etudes: Selected from Moscheles, *Op. 70*; Bennett, *Op. 11*; Chopin; Thalberg; Rubinstein.

Bach: Well tempered Clavichord.

Sonatas: Beethoven; Brahms; Grieg; Schumann.

Pieces: Liszt, *Leibestraum*; Chopin, *Ballades G Minor and A Flat*; *Impromptu A Flat*; *Scherzo B Flat minor*; Rubinstein, fourth and fifth *Barcarolle*, and others of the same grade both ancient and modern.

5. GRADUATE COURSE.

For those desiring to prepare themselves more fully for teaching, or for piano playing, a course will be arranged. Wide discretion will be exercised in selecting works to be studied.

Department of Organ

DINGLEY BROWN, *Professor*.

1. †FRESHMAN.

Scales: Major and both forms of minor, similar and contrary motion; also two, three and four to one.

Arpeggios: Major and minor triads; dominant and diminished sevenths; similar motion.

†As students who take their diploma in Organ must do three years in the department after having completed the freshman work in Piano, the freshman year will be devoted to Piano, and the regular work in Organ will begin with the sophomore year.

Technique: Provided and applied according to the needs of the individual student.

Etudes: Czerny, *Op. 299*; Biehl, *12 Melodious Studies*; Heller, *Op. 46*; Loeschhorn, *Op. 66*.

Bach: Two-part Inventions (8 required).

Sonatas: Haydn, *D Major*; *E Minor*, and *F*; Mozart, *F Major*; Clementi, *D Major*. Any other Sonatas of the same grade accepted.

Pieces: The easier *Songs without Words* by Mendelssohn; Grieg's *Album Leaves*, and pieces of similar difficulty.

2.* SOPHOMORE.

Pedal technique established; organ touch; Clemmens, *Organ School*, Book 1; Stainer, *Organ School*; Horner, *Pedal Studies*; Whiting, *Pedal Studies for Beginners*.

Bach: *Easy Preludes and Fugues*; *Choral Preludes*; *Hymn Playing*.

Easier pieces by Guilman, Batiste, Lemare, Rogers, and others.

3. JUNIOR.

Studies: Nilson, *Pedal Studies*; Dudley Buck, *Pedal Phrasing Studies*; Bach, *Little Preludes and Fugues*.

Selections from Händel, Rheinberger, Guilman, Dubois, and other standard composers.

Transposing hymn tunes at sight; modulation for church use; accompanying solos and choruses; registration.

4. SENIOR.

Bach: Greater Preludes and Fugues. Sonatas and other compositions of Händel, Mendelssohn, Rheinberger, Guilman, Widor, Rogers, Dubois, Saint-Saens.

Adaptation of piano and orchestral scores for organ; transposition; sight reading; accompanying.

Department of Violin

HOPE N. PORTREY, *Professor*.

1. FRESHMAN.

Scales: Major and minor scales in three octaves; all legato and staccato bowings.

*As graduates in Organ must have completed and been examined on sophomore Piano, students will continue their piano work after the freshman year, with at least one lesson a week.

Exercises: Dancla, *Daily Exercises*; Schradieck, *Scale Studies*; Sevcik, *Violin Technique, Books I and II*; exercises and double stops.

Etudes: Kayser, *Etudes, Books II and III*; Mazas, *Etudes Speciales*.

Pieces suggested: Ortmans, *Concerto, D Major*; Sitt, *Student Concertos*; Schubert, *Sonatinas*; Kriens, *Suite*; Accolay, *Concertos*.

2. SOPHOMORE.

Scales: Scales and arpeggios in three octaves; Sitt, *Scale Studies*.

Exercises: Sevcik, *Books II and III*; exercises in thirds.

Etudes: Dont, *24 Etudes*; Léonard, *La Petite Gymnastique*; Wilhelmy, *Etudes*.

Pieces suggested: Accolay, *Concerto*; Correlli, *Sonatas, Nos. 8 and 10*; de Bériot, *Scène de Ballet*; David, *Romance*; Vieuxtemps, *Trois Morceaux de Salon*; Spohr, *Barcarolle*.

3. JUNIOR.

Scales: Scales in octaves and thirds; technical work continued.

Exercises: Sevcik, *Book IV*; Léonard, *La Grande Gymnastique*; Flesch, *Urstudien*.

Etudes: Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *12 Etudes*.

Sonatas: Nardini, *D Major*; Händel, *A Major, No. 6*; Tartini, *G Minor*.

Pieces suggested: de Bériot, *Concertos, Nos. 9, 8, and 7*; Rode, *Concertos, A Minor No. 7 and E Minor No. 8*; Vieuxtemps, *Ballade and Polonaise, Romance in F*; Beethoven, *Romanze in F*; and other pieces by standard composers.

Chamber Music: Sonatas for Violin and Piano—Mozart, *E Minor No. 4, A Major No. 1, D Major No. 3, F Major No. 7*; Beethoven, *D Major No. 1*; quartets by Haydn and Mozart.

A violin class meets two hours each week, and juniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticized by the members of the class.

4. SENIOR.

Scales: Scales and technical work continued.

Etudes: Kreutzer *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *24 Etudes*; Gaviniès, *Caprices*; Campagnoli, *Caprices*.

Sonatas: Bach, *G Minor, E Major*; Leclair, *Le Tombeau*; Tartini, *Devil's Trill*.

Concertos by Vieuxtemps, Bruch, Mendelssohn, and Spohr; other standard compositions.

Chamber Music: Sonatas for Violin and Piano—Beethoven, Nos. 5 and 7; Mozart, Nos. 10, 11, and 12; Schumann, *A Minor*; Brahms, *D Minor*; trios and quartets by Beethoven Mendelssohn, Hummel, Rubinstein.

A violin class meets two hours each week, and seniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticized by the members of the class.

5. GRADUATE COURSE.

For those desiring to perfect themselves more fully for concert work or for advanced teaching, a special course will be given. It will include a study of the concertos and greater works of Beethoven, Mendelssohn, Paganini, Bruch, Sinding, Goldmark, Brahms, Tschai-kowsky, Ernst, Lalo, and others.

Department of Voice

HELEN MARIE DAY, *Professor.*

HARRIET LOUISA DAY, *Professor.*

BESS COWLES JOHNSON, *Instructor.*

1. FRESHMAN.

Vocal anatomy; tone placing and formation; development of the chest; breath control; breathing allied with attack; staccato.

Studies: Behnke and Pearce, Vaccai, Abt, Nave.

Songs suggested: Cowan, *Snowflakes*; Gaynor, *Group of Five Songs*; Shelley, *The Arabian Slave*; H. Norris, *Thou art so like a Flower*.

2. SOPHOMORE.

The technical work of the freshman year continued; exercises for equalization of registers.

Studies: Vaccai, Abt, Nave, Vigna, Bordogni, Panofka, Concone.

English and American songs suggested: Huntington Woodman, *An Open Secret*; Whitney Coombs, *An Indian Serenade*; Cadman, *The Shrine*; A. Whiting, *Three Songs*, Op. 21; M. Beach, *A Prelude*.

3. JUNIOR.

Technical work continued; dynamics; the portamento; mordents; trills; cadenzas.

Studies: Concone, Marchesi, Fanseron.

Arias from the following oratorios: Händel, *The Messiah*; Mendelssohn, *Elijah*; *from the following operas:* Gluck, *Orpheus and Eurydice*; Gounod, *Faust*; Bizet, *Carmen*; Massenet, *Manon*.

Songs selected from the following: *American and English composers,* MacDowell, La Forge, Salter, Spross, S. Homer, A. Ware, Van der Stucken, Chadwick, Parsons, Damrosch, Huhn; *German composers,* Schubert, Schumann, Franz, Lassen, Abt, Mendelssohn; *Italian composers,* Marchesi, Lamperti, Dell 'Sede, Bordogni, Bordese; *French composers* R. Hahn, Massenet, Fauré, Godard, Thomé, Lemaire, Viardot.

4. SENIOR.

Technical work continued.

Selections from the following: Arias from the following oratorios: *The Messiah, Samson, The Creation, Elijah, Gallia, Stabat Mater* (Rossini), and from classic and modern operas. Songs from modern and classic composers continued.

Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased if Meredith is to carry out the ideals of its founders. Each year the need of additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. As \$300,000 is generally recognized as the *minimum* endowment for a standard college, gifts to increase the endowment fund are especially needed.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those

interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. New Dormitories.
2. Science Building.
3. Increase of General Endowment.
4. Endowment of Professorships.
5. Loan Fund.
6. Scholarships.*
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

Since many in the State are unable to make large donations, we must depend for the present mainly on legacies and numerous small gifts; hence we suggest the following forms to any desiring to make a bequest to the college in their wills:

I give and bequeath to Meredith College the sum of..... dollars, for the use and benefit of the said College.

I give and bequeath to Meredith College the sum of..... thousand dollars, to be invested and called the..... Scholarship (or Professorship).

I give and bequeath to Meredith College the sum of..... thousand dollars, to be used for a.....building.

*Income from two thousand dollars will endow a tuition scholarship; income from seven thousand dollars at six per cent will endow a scholarship covering all expenses in the literary course.

Register of College Students

A.B. and B. S. Courses

SENIOR CLASS

Aycock, Lillie May, A.B.....	Louisburg
Bland, Dorothy, A.B.....	Burgaw
Burke, Blanche Lenore, B.S.....	Maxton
Butler, Mary Ida, A.B.....	Fayetteville
Carroll, Mary Jane, A.B.....	Winterville
Daniels, Madge Westcott, A.B.....	Manteo
Davis, Isla Belle, A.B.....	Zebulon
Dean, Eva Louise, A.B.....	Raleigh
Eddins, Vernie, Scarborough, A.B.....	Palmerville
Gunter, Mattie Burke, A.B.....	Sanford
Hocutt, Berta Mabel, A.B.....	Ashton
Hunt, Mary Sue, A.B.....	Cliffside
Jackson, Emma Theresa, A.B.....	Winterville
Jenkins, Jessica Virginia, A.B.....	Henrietta
Johnston, Ophelia Calhoun, A.B.....	Raleigh
Lee, Thelma Ruth, B.S.....	Lexington
McMillan, Janie Mae, B.S.....	Laurinburg
Maddrey, Marguerite Williams, B.S.....	Seaboard
Martin, Rose Gertrude, B.S.....	Hickory
Money, Rachel Irene, A.B.....	Mayodan
Shipman, Sarah Katharine, B.S.....	Hendersonville
Spence, Marjorie, A.B.....	Kipling
Stillwell, Jessie Mabel, A.B.....	Webster
Stone, Loula Elizabeth, A.B.....	Apex
Turlington, Fannie Elizabeth, A.B.....	Salemberg
Ward, Glenn, A.B.....	Edenton
Williams, Gladys Ione, A.B.....	Apex
Wooten, Inez, A.B.....	Chadbourn

JUNIOR CLASS

Ayers, Addie Cornelia, B.S.....	Rowland
Baity, Annie Hall, A.B.....	Winston-Salem
Beal, Sallie Mae, A.B.....	Rocky Mount
Beasley, Mildred Anderson, A.B.....	Kenansville

Biggs, Ellen Jeannette, B.S.....	Lumberton
Boyd, Inez Hodnet, A.B.....	Roxboro
Bridger, Evelyn Barrett, A.B.....	Lewiston
Cullom, Elizabeth, A.B.....	Raleigh
Drake, Elizabeth Moultrie, A.B.....	Bennettsville, S. C.
Fleming, Louise Elizabeth, A.B.....	Greenville
Gordon, Lizzie Moore, B.S.....	Baskerville, Va.
Homewood, Eunice Kent, B.S.....	Burlington
Jenkins, Edith, A.B.....	Henrietta
Johnson, Mary Martin, A.B.....	Raleigh
Judd, Cornelia Christine, A.B.....	Sanford
Judd, Hilda Lane, A.B.....	Raleigh
Judd, Mary Lynn, A.B.....	Sanford
Lackey, Lillie Susanna, B.S.....	Falston
Lamm, Alberta Waldine, A.B.....	Lucama
Lawrence, Alva, A.B.....	Apex
Lawrence, Buna, B.S.....	Apex
Lewis, Gladys, A.B.....	Rutherfordton
Mauney, Jamie Athlene, B.S.....	New London
Moore, Hannah Edna, B.S.....	Warsaw
Parker, Coralie, A.B.....	Kelford
Penton, Lidie Winstead, A.B.....	Wilmington
Reynolds, Lulie Snow Virginia, B.S.....	Raleigh
Riddick, Narcissa Daniel, A.B.....	Raleigh
Sheets, Ruth Litchford, B.S.....	Raleigh
Smith, Sybil Hollingsworth, B.S.....	Rich Square
Smitherman, Gertrude Martin, A.B.....	East Bend
Sullivan, Mary Edith, A.B.....	Marble Hill, Mo.
Taylor, Sarah, A.B.....	Rutherfordton
Uzzle, Annie Gray, B.S.....	Raleigh
White, Mary Fisher, B.S.....	Windsor

SOPHOMORE CLASS

Adams, Eula Blue, B.S.....	Hamlet
Bennett, Mary, A.B.....	Roseboro
Bowden, Margaret Louise, A.B.....	Charlotte
Brewer, Ann Eliza, A.B.....	Raleigh
Brown, Annie Katherine, A.B.....	Lewiston
Clay, Alma Thomas, B.S.....	Whitakers
Couch, Ruth Richardson, B.S.....	Fayetteville
Dowell, Lilla Earle, B.S.....	Birmingham, Ala.
Dozier, Mary Julia, B.S.....	Fountain

Durham, Wilma Cansler, B.S.....	Lumberton
Felton, Alethia, A.B.....	Beaufort
Gibson, Ruth, A.B.....	Gibson
Harper, Lillie Cornelia, A.B.....	Louisburg
Hart, Virginia Elizabeth, A.B.....	Meherrin, Va.
Hollowell, Minnie Beulah Virginia, A.B.....	Edenton
Inscoe, Josie Lucile, B.S.....	Castalia
Jackson, Nellie Adelaide, A.B.....	Winterville
MacKenzie, Eupha, A.B.....	Chadbourn
Matthews, Kathleen Ellison, A.B.....	Clinton
Moore, Bertha Wilson, A.B.....	Hamlet
Nicholson, Margaret Anne, B.S.....	Maxton
Nooe, Sarah, B.S.....	Statesville
Olive, Lowney Virginia, A.B.....	Dunn
Parrish, Myrtle Lee, B.S.....	Castalia
Phillips, Georgia Louise, B.S.....	Dalton
Phillips, Mildred Rives, B.S.....	Dalton
Pierce, Ella Janet, A.B.....	Colerain
Riddick, Anna Ivey Jones, A.B.....	Raleigh
Robinson, Ethyl Alene, A.B.....	Forest City
Sentelle, Mary Evelyn, B.S.....	Zebulon
Stallings, Valmore Lucile, A.B.....	Wakefield
Sykes, Claudileen Mourning, B.S.....	Castalia
Tomlinson, Inza, A.B.....	Wilson
Turley, Eloise Hale, B.S.....	Clayton
Wall, Gladys Elizabeth, B.S.....	Wallburg
Williams, Mary Creech, B.S.....	Clayton

FRESHMAN CLASS

Allen, Jessie Estelle, A.B.....	St. Pauls
Allgood, Orphia Lee, A.B.....	Roxboro
Ballew, Marie, A.B.....	Raleigh
Bowen, Annie Goulder, A.B.....	Raleigh
Bradley, Inez Catherine, B.S.....	Seaboard
Brown, Florence Elizabeth, A.B.....	Macclesfield
Brown, Gladys Blanche, A.B.....	Blowing Rock
Bryan, Beulah, B.S.....	Garner
Burleson, Hattie, A.B.....	Albemarle
Butler, Rebecca Juanita, A.B.....	Roseboro
Carr, Eliza, A.B.....	Wilson
Coley, Irma Dee, B.S.....	Rocky Mount
Cox, Ruth Gordon, A.B.....	Moyock

Day, Phoebe, A.B.....	Booneville
Deaton, DeLila Celeste, A.B.....	Troy
Duncan, Margaret Meadows, A.B.....	Nathalie, Va.
Eagle, Inez Amanda, B.S.....	Spencer
Farrior, Mary Frances, B.S.....	Raleigh
Fleming, Hazel, B.S.....	Raleigh
Foreman, Banks, A.B.....	Albemarle
Francis, Grace, A.B.....	Waynesville
Freeman, Ruth Evelyn, A.B.....	Hamlet
Gillette, Ethel, B.S.....	Maysville
Gilman, Emma Monfort, A.B.....	Jacksonville
Goodwin, Bernice, B.S.....	Apex
Greene, Cairo E., A.B.....	Raleigh
Greer, Eva Routellia, B.S.....	Chase City, Va.
Hamrick, Millie Elizabeth, B.S.....	Asheville
Harden, Elizabeth, A.B.....	Raleigh
Harris, Annie Wood, A.B.....	Elizabeth City
Harwood, Betsey, B.S.....	Moncure
Hocutt, Oliva Blanche, A.B.....	Ashton
Hollowell, Ira Dixie, B.S.....	Belvidere
Horton, Lillian Myatt, B.S.....	Raleigh
Horton, Savon Ione, B.S.....	Raleigh
Huff, Grace, A.B.....	Mars Hill
Huggins, Hettie, A.B.....	Hendersonville
Humber, Lena Day, B.S.....	Greenville
Jeffries, Doris Turner, A.B.....	Clayton
Jones, Gladys Tapp, A.B.....	Oxford
Keith, Avie Myrtle, A.B.....	Northside
Kendrick, Elizabeth, A.B.....	Newbern
Kendrick, Lois Ida, A.B.....	Cherryville
Lineberry, Annie Ruth, A.B.....	Raleigh
Livermon, Lydia Ruth, A.B.....	Norfolk, Va.
Mann, Rosa Blanche, A.B.....	Merry Oaks
Mauldin, Thrace Easley, A.B.....	Greenville, S.C.
Maynard, Louise Kiddie, A.B.....	Apex
Mays, Louise, A.B.....	Portsmouth, Va.
Mays, Phyllis, A.B.....	Portsmouth, Va.
McCorkle, Agatha Louise, B.S.....	Winston-Salem
McKinney, Daisy, A.B.....	Bakersville
Moore, Erma Marsh, B.S.....	Winston-Salem
Naylor, Myrtle Thornton, B.S.....	Dunn
Newton, Esther Mills, B.S.....	Thomasville

Newberry, Mildred, A.B.....	Columbia
Owens, Velma Daphne, A.B.....	Walstonburg
Pierce, Carrie Elizabeth, A.B.....	Colerain
Pope, Nita Louise, B.S.....	Dunn
Ruffin, Miriam Virginia, B.S.....	Raleigh
Sheppard, Dorothy Shoemaker, B.S.....	Chadbourn
Smith, Lois Turlene, B.S.....	Seaboard
Spainhour, Ruby Sydnor, A.B.....	N. Wilkesboro
Spear, Bernice, B.S.....	Kinston
Speight, Ada Belle, A.B.....	Walstonburg
Stell, Ruby Louise, B.S.....	Zebulon
Sullivan, Mary Elizabeth, B.S.....	Pinnacle
Tillery, Doris Katherine, A.B.....	Scotland Neck
Townsend, Lottie Price, A.B.....	Hendersonville
Turlington, Ethel, B.S.....	Wilson
Tuttle, Clarice Louise, B.S.....	Wallburg
Underwood, Iola Thomasine, A.B.....	Canton
Vaughan, Maude Elizabeth, B.S.....	Weldon
Walker, Blanche Maude, A.B.....	Columbia
Watson, Annadawn, A.B.....	Jackson, Ga.
Weaver, Gladys, A.B.....	Shelby
Webb, Lillian Murphy, A.B.....	Edenton
West, Wilma, A.B.....	Warsaw
White, Bernice Jeanette, B.S.....	Winston-Salem
Wilson, Florence Ethel, B.S.....	Bakersville
Wright, Willie, A.B.....	Troy
Wyatt, Margaret Elizabeth, A.B.....	Winterville
Yelvington, Lorna Ruth, A.B.....	Clayton

SPECIALS

Armstrong, Kathleen, A.B.....	Spencer
Barrett, Julia Ashley, A.B.....	Mount Gilead
Burnette, Myrtle Cornelia, A.B.....	Durham
Cobb, Lela Edna, A.B.....	Belmont
Hare, Ruth Vivian, A.B.....	Apex
Lowe, Alice Louise, A.B.....	Chadbourn
Peterson, Julia Caldwell, B.S.....	Kerr

UNCLASSIFIED

Blackburn, Ruby, A.B.....	N. Wilkesboro
Boyd, Frances Louise, A.B.....	Charlotte
Byrd, Grace, A.B.....	Coats

Deans, Nell Laurie, B.S.....	Colerain
Dowless, Lucy Ethel, A.B.....	Council
Felton, Mary, B.S.....	Beaufort
Jessup, Clara Mae, A.B.....	South Hill, Va.
Johnson, Ethel, A.B.....	Clayton
Leonard, Gladys, A.B.....	Ramseur
Lynn, Inez, B.S.....	Raleigh
Marley, Pearl Olivia, B.S.....	Lumber Bridge
Meadows, Esther Faye, B.S.....	N. Wilkesboro
Mull, Nettie Earle, A.B.....	Wake Forest
Morgan, Ellie Hortense, A.B.....	Benson
Morgan, Esther Tabitha, A.B.....	Benson
Page, Inez Harlee, A.B.....	Durham
Parrish, Myrtle Lee, B.S.....	Castalia
Phillips, Mabel Agnes, B.S.....	West Jefferson
Pritchett, Barre, B.S.....	Greensboro
Sawyer, Hattie, B.S.....	Belhaven
Sikes, Annie Royal, B.S.....	Wilson
Spurgeon, Carrie Mae, B.S.....	Hillsboro
Straughan, Alice Miriam, B.S.....	Siler City
Tolar, Marjalene Emma	Rennert
Tomlinson, Gertrude, A.B.....	Lucama
Wilkinson, Elizabeth Mary, A.B.....	Belhaven
Yates, Dorothy, B.S.....	Raleigh
Young, Edythe Mildred, A.B.....	Fletcher

Summary

SENIORS:

Registered for A.B. degree.....	22
Registered for B.S. degree.....	6
	<hr/>
Total	28

JUNIORS:

Registered for A.B. degree.....	23
Registered for B.S. degree.....	13
	<hr/>
Total	36

SOPHOMORES:

Registered for A.B. degree.....	20
Registered for B.S. degree.....	17
	<hr/>
Total	37

FRESHMEN:

Registered for A.B. degree.....	52
Registered for B.S. degree.....	31
	<hr/>
Total	83

Total registered for A.B. degree.....	117
Total registered for B.S. degree.....	67

Total number college classmen.....	184
Special	7
Unclassified	28
	<hr/>

Total irregulars	35
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Students from other Schools taking work in the colleges are as follows:

From Art classmen	26
From Art irregulars	2
From Music classmen	61
From Music irregulars	26
	<hr/>
	115

Total	334
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Register of Students

School of Art

SENIOR CLASS

Johnston, Margaret FrancesWeldon
Martin, FrankHickory

JUNIOR CLASS

Franklin, LillianBryson City

SOPHOMORE CLASS

Holmes, LucileGraham
Tillery, Mary HallieScotland Neck

FRESHMAN CLASS

Allbritton, Mary TignorCalypso
Austin, Myrtle ReedRaeford
Beach, Nora EstelleKings Mountain
Byrd, Winifred FlorrieCardenas
Carroll, Mary ThelmaTurkey
Elliott, Lucile AliceTyner
Haynes, Margaret LucileMt. Airy
Kale, Kathleen GoldieStanley
Knight, Elizabeth LouiseChase City, Va.
Langdon, Bertha MaeFour Oaks
Love, Annie LouiseElizabeth City
Moore, Julia WellingKinston
Scarborough, Mary CandaceWendell
Smith, Annie ElizabethGreenville
Thompson, Mary AliceMount Airy

UNCLASSIFIED

Everett, Virginia DeanNashville
Meekins, Isabel JamesElizabeth City
Shields, Mary TilleryScotland Neck
Worley, RuthSelma

ART ONLY

Browne, Mrs. Ollie Rufus.....	Raleigh
Johnson, Bess Cowles	Raleigh
Knight, Mary Elizabeth	Knightdale
Sams, Bonita Victoria	Raleigh
Welch, Mary Frances	Raleigh

Summary

Seniors	2
Junior	1
Sophomores	2
Freshmen	15
	<hr/>
Total number college classmen.....	20
Unclassified	4
Art only	5
Students from Unclassified electing Art.....	1
	<hr/>
	6
Students from other Schools electing work in Art History..	18
Students from other Schools electing Art Education.....	15
	<hr/>
Total	63

Register of Students

School of Music

SENIOR CLASS

Maxwell, Lillian Frances, <i>Piano</i>	Calypso
Thomas, Eugenia Hendren, <i>Piano</i>	Clayton

JUNIOR CLASS

Beam, Gladys Mae, <i>Piano</i>	Woodsdale
Brooks, Olivia Clarisse, <i>Piano</i>	Woodsdale
Bridger, Annabel, <i>Piano</i>	Bladenboro
Caldwell, Mary Lee, <i>Piano</i>	Lumberton
Clifford, Annie Blankenship, <i>Piano</i>	Gastonia
Floyd, Mary, <i>Piano</i>	Fairmont
Hinton, Edna Earle, <i>Piano</i>	Jacksonville
Huntley, Mary Elizabeth, <i>Piano</i>	Wadesboro
Kelly, Lucile Hicks, <i>Piano</i>	Clinton
Long, Mary Hazel, <i>Piano</i>	Monroe
Norman, Mattie Macon, <i>Piano</i>	Hertford
Peele, Carrie Foy, <i>Piano</i>	Roxobel
Pope, Clara Margaret, <i>Violin</i>	Lumberton
Woody, Annie Gladys, <i>Piano</i>	Durham

SOPHOMORE CLASS

Blalock, Mary Lily, <i>Piano</i>	Weldon
Carroll, Katherine Elizabeth, <i>Piano</i>	Winterville
Clapp, Clara, <i>Piano</i>	Siler City
Franklin, Daisy, <i>Piano</i>	Bryson City
Goldsmith, Ruth Alison, <i>Piano</i>	Southern Pines
Hedrick, Madge Thomas, <i>Piano</i>	Hertford
Irving, Violet Lucile, <i>Public School Music</i>	Shelby
Johnston, Nellie Mae, <i>Voice</i>	Raleigh
Kehoe, Emma Louise, <i>Piano</i>	Newbern
Mercer, Carolyn, <i>Piano</i>	Wilson
Mooney, Grace Arabelle, <i>Voice</i>	Washington, D. C.
Norwood, Mary Hunter, <i>Piano</i>	Neuse
Nye, Beatrice, <i>Voice</i>	Memphis, Tenn.
Olive, Nellie Irene, <i>Piano</i>	Apex

Parker, Flora Ethel, <i>Public School Music</i>	Heathsville
Powell, Louise Elizabeth, <i>Piano</i>	Fayetteville
Privott, Sarah, <i>Piano</i>	Edenton
Sheets, Hilda, <i>Piano</i>	Lexington
Wallace, Edna Elizabeth, <i>Piano</i>	Johnsonville, S. C.

FRESHMAN

Baley, Evelyn, <i>Piano</i>	Marshall
Cooper, Annie Ruth, <i>Piano</i>	Mars Hill
Cox, Joscelyn, <i>Piano</i>	Asheville
Edwards, Joyce Winifred, <i>Voice</i>	Siler City
Dewar, Susan, <i>Piano</i>	Raleigh
Elkins, Mildred Ethel, <i>Piano</i>	Whiteville
Farmer, Edith Louise, <i>Piano</i>	Raleigh
Gardner, Cate Monroe, <i>Piano</i>	Warrenton
Hart, Retta Vann, <i>Piano</i>	Boykins, Va.
Holmes, Helen Hope, <i>Piano</i>	Edenton
Honeycutt, Donnie Lee, <i>Piano</i>	Bules Creek
Hoyle, Edna Charlotte, <i>Piano</i>	Lincolnton
Joyner, Myrtle Doris, <i>Piano</i>	Rocky Mount
Lawrence, Anna Warren, <i>Voice</i>	Fuquay Springs
Milliken, Mary Ellen, <i>Piano</i>	Enfield
Paul, Fannie, <i>Piano</i>	Robersonville
Pippin, Mary Belle, <i>Piano</i>	Wakefield
Poole, Bessie Lee, <i>Voice</i>	Raleigh
Rowland, Florence Beulah, <i>Voice</i>	Rocky Mount
Rowland, Winnie Mae, <i>Piano</i>	Rocky Mount
Seligson, Sylvia, <i>Voice</i>	Raleigh
Simmons, Clarice Mary, <i>Voice</i>	Westfield
Smith, Lessie, <i>Piano</i>	Mount Airy
Smith, Sadie Bray, <i>Voice</i>	Sanford
Stell, Annie Rebecca, <i>Voice</i>	Zebulon
White, Martha, <i>Piano</i>	Colerain

IRREGULARS

Alford, Lillian Collins, <i>Piano</i>	Nashville
Arnold, Gladys Mahala, <i>Piano</i>	Elkin
Ballentine, Mary Katherine, <i>Piano</i>	Middlesex
Blackstock, Ethel Mary, <i>Public School Music</i>	Weaverville
Booth, Eugenia, <i>Piano</i>	Catawba
Burleson, Carrie Lee, <i>Piano</i>	Albemarle

Byrd, Pearl, <i>Piano</i>	Cardenas
Clark, Alma Elizabeth, <i>Voice</i>	Bessemer City
Cooper, Annie Rebecca, <i>Piano</i>	Raleigh
Cornwell, Mary Louise, <i>Piano</i>	Kings Mountain
Everett, Jennie Dean, <i>Piano</i>	Nashville
Flake, Ida, <i>Piano</i>	Wadesboro
Grice, Flossie, <i>Piano</i>	Shelby
Harding, Elizabeth Green, <i>Piano</i>	Mocksville
Hardin, Katherine Estella, <i>Piano</i>	Hickory
Heafner, Ruth Beatrice, <i>Voice</i>	Crouse
Hudson, Ruth Gladys, <i>Piano</i>	Bentonville
Lee, Mary Tomlinson, <i>Piano</i>	Benson
Lynn, Mary Columbia, <i>Piano</i>	Raleigh
Madry, Mary Ethel, <i>Voice</i>	Scotland Neck
Mattison, Gertrude, <i>Piano</i>	Raleigh
Morris, Bertha Caroline, <i>Piano</i>	Franklinton
Newton, Corinna, <i>Piano</i>	Hurdle Mills
Nolan, Kathleen, <i>Piano</i>	Lawndale
Outlaw, Myra, <i>Voice</i>	Kinston
Page, Kitty, <i>Piano</i>	Nelson
Peedin, Thelma Maise, <i>Piano</i>	Smithfield
Poole, Winona, <i>Violin</i>	Raleigh
Pope, Myrtle, <i>Piano</i>	Coats
Pope, Myrtle Isabelle, <i>Piano</i>	Coats
Ramsey, Norma Lee, <i>Voice</i>	Marshall
Robertson, Emma Leigh, <i>Piano</i>	Spring Hope
Sams, Mae, <i>Piano</i>	Raleigh
Sanders, Leola, <i>Voice</i>	Four Oaks
Sentelle, Helen Rebecca, <i>Piano</i>	Zebulon
Stevenson, Euna Florine, <i>Voice</i>	Townville, S. C.
Stevenson, Fannie Alberta, <i>Piano</i>	Townville, S. C.
Todd, Lottie May, <i>Piano</i>	Wendell
Weisner, Pauline, <i>Piano</i>	Winston-Salem
Weston, Mozelle, <i>Piano</i>	Atkinson
Wiggins, Pearl Ray, <i>Piano</i>	Wendell
Williams, Norma Graham, <i>Piano</i>	Wallace

Students Not in Residence Taking College Music Only

Allbright, Phyllis, <i>Piano</i>	Raleigh
Ash, Mrs. Nannie, <i>Voice</i>	Raleigh
Bass, Mrs. Lois Massey, <i>Voice</i>	Raleigh
Batchelor, Margaret Alice, <i>Voice</i>	Raleigh
Bland, Mrs. Ruby Williams, <i>Voice</i>	Raleigh
Bost, Mabel Augusta, <i>Voice</i>	Raleigh

Cincinnati Conservatory of Music.

Cates, Frank G., <i>Voice</i>	Raleigh
Deem, Blanche, <i>Organ</i>	Raleigh
Dortch, Lucy, <i>Voice</i>	Raleigh
Dughi, Margaret Cecilia, <i>Voice</i>	Raleigh
Durham, Ellen, <i>Voice</i>	Raleigh
Edwards, Mrs. Annie Bagwell, <i>Voice</i>	Raleigh
Ferrell, Ethel Lois, <i>Voice</i>	Raleigh
Fleming, Mrs. Arthur, <i>Voice</i>	Louisburg
Giles, Mrs. Katherine Reed, <i>Voice</i>	Raleigh
Gould, Nathalia Bryan, <i>Voice</i>	Raleigh
Green, Garland Orlando, <i>Voice</i>	Raleigh
Grimmer, Mae Frances, <i>Voice</i>	Raleigh

Diploma in Piano, Meredith College.

Hale, G. Fred, <i>Voice</i>	Raleigh
Harrington, Carl, <i>Voice</i>	Raleigh
Hart, Leo, <i>Voice</i>	Raleigh
Haynes, Emma Isabelle, <i>Voice</i>	Raleigh
Holding, Elizabeth Bailey, <i>Voice</i>	Raleigh
Horn, Leila Noffsinger, <i>Voice</i>	Raleigh

Mus. B. Oberlin Conservatory of Music.

Horton, Florence, <i>Voice</i>	Raleigh
Jones, Mildred, <i>Piano</i>	Raleigh
Lehman, C., <i>Voice</i>	Raleigh
Massee, Sallie, <i>Piano</i>	Raleigh
Moore, Mrs. Fannie Warren, <i>Voice</i>	Raleigh
Moore, Willie May, <i>Piano</i>	Raleigh
Nall, Annie Mabelle, <i>Voice</i>	Raleigh

A.B. Meredith College.

Olive, Grace, <i>Piano</i>	Apex
Parker, Mrs. Moore, <i>Voice</i>	Raleigh
Ray, Clarice, <i>Piano</i>	Raleigh
Ray, Mabell Lena, <i>Voice</i>	Raleigh

Reddish, Ethel, <i>Voice</i>	Raleigh
Reeves, Mrs. Nellie Bynum, <i>Voice</i>	Raleigh
Rudy, Mrs. Nannie Ruth, <i>Voice</i>	Raleigh
Seawell, Edward Carver, <i>Voice</i>	Raleigh
Sledd, Elva Douglas, <i>Voice</i>	Wake Forest
Snead, J. B., <i>Voice</i>	Raleigh
Summey, Dr. George, <i>'Cello</i>	Raleigh
Thiem, Mrs. Leroy, <i>Voice</i>	Raleigh
Turner, Lillian, <i>Voice</i>	Raleigh
Wiggs, Mary, <i>Voice</i>	Raleigh
Wiggs, Rosa, <i>Piano</i>	Raleigh
Williams, Helen Vane, <i>Voice</i>	Raleigh
Woodall, Ben Earle, <i>Voice</i>	Raleigh
Woodall, Lucy May, <i>Voice</i>	Raleigh

Summary

SENIORS:

Registered for Diploma in Piano.....	2	
		<hr/>
Total		2

JUNIORS:

Registered for Diploma in Piano.....	13	
Registered for Diploma in Violin.....	1	
		<hr/>
Total		14

SOPHOMORES:

Registered for Diploma in Piano.....	14	
Registered for Diploma in Violin, Voice.....	3	
Registered for Diploma in Public School Music.....	2	
		<hr/>
Total		19

FRESHMEN:

Registered for Diploma in Piano.....	18	
Registered for Diploma in Organ.....	3	
Registered for Diploma in Voice.....	8	
Registered for Diploma in Public School Music.....	26	
		<hr/>
Total		55

Total classmen registered in each department of Music:

Piano	47	
Violin	1	
Voice	11	
Public School Music	2	
		<hr/>
Total		61

Irregular students:

Piano	34	
Violin	1	
Voice	7	
Public School Music	1	
		<hr/>
Total		43

Summary of Students Not in Residence Taking College Music Only

Piano	7
Violin	1
Voice	40
'Cello	1
	<hr/>
Total	49

Students from other Schools taking college Music are as follows:

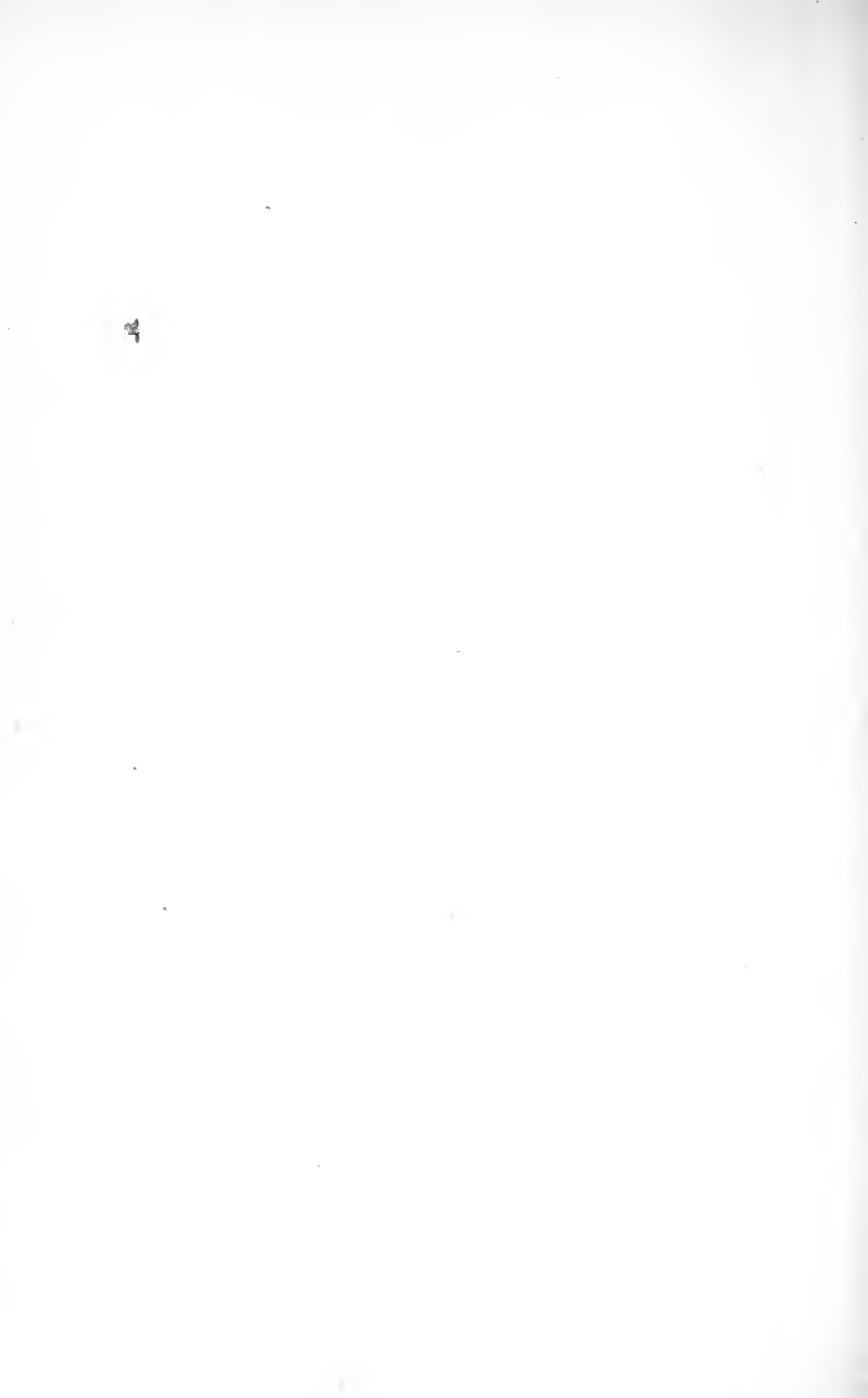
From college classmen	26
From the unclassified	8
	<hr/>
Total	34
	<hr/>
Final total	187

Final Summary Students Taking College Work

Classmen in college	184	
Special college	35	
Students from other Schools taking one or more courses in the college	115	
	<hr/>	334
Classmen in Art	20	
Irregulars in Art	4	
Art only	5	
Students from other Schools taking work in Art.....	1	
Students from other Schools taking work in Art History...	18	
Students from other Schools electing Art Education.....	15	
	<hr/>	63
Classmen in Music	61	
Irregulars in Music	43	
College Music only	49	
Students from other Schools taking work in college Music..	34	
	<hr/>	187
	<hr/>	
Total		584
Deducting students counted in more than one School.....		183
	<hr/>	
Total		401

Summary by States

North Carolina	381
Virginia	10
South Carolina	5
Georgia	1
Alabama	1
District of Columbia	1
Missouri	1
Tennessee	1
	<hr/>
Total	401



Series 13

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Meredith College

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1919-1920

COMMENCEMENT NUMBER



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under the act of Congress of July 16, 1894

ART EXHIBIT

The Diploma Exhibit of Misses Margaret Frances Johnston, of Weldon, N. C., and Frank Martin, of Hickory, N. C., was seen in the Studio of Main Building on Friday afternoon, May the twenty-first, from five to six o'clock.

The committee appointed to give a critical examination of the work was composed of Mrs. Julian Hughes, of Kinston, N. C.; Mrs. George Summey and Mrs. B. Y. McPherson, of Raleigh. They commended the work of Miss Martin for a certain quality of atmosphere and refinement of line, making special mention of a still-life arrangement in analogous harmony. Miss Martin was Art Editor for the Annual, and many of the illustrations in that publication show her ability to use most successfully pen and ink as a medium. The Meredith bookplate is a piece of her work. Her out-door sketches were also mentioned most favorably.

Miss Johnston had a full and varied exhibit, but her studies in oil painting were conspicuous. The committee thought a study of Chrysanthemums showed unusual brilliancy of execution and a pleasing color scheme, and "By Candlelight," a very difficult composition, received much praise. Examples of applied design in attractive articles, some excellent architectural drawings, out-door sketches and studies from life, testified to the young artist's versatile ability.

Many friends called and punch was served throughout the hour.

The general exhibit of all the art classes was on Saturday from four to six o'clock, and the studio walls and tables were filled with examples of the varied lines of work done by the young women. Life studies, still-life, out-door sketches and posters showed what close attention is given to the "Fine Arts" side of the work, while lampshades, pine-needle baskets and trays, tiles, waste-baskets, bowls, portfolios, writing-pads,

draperies, bookplates and articles in tooled leather, showed that the practical crafts side of art was not neglected. Life study is a phase of the work which is emphasized as soon as the student may attempt it. A head by Miss Mary Thompson, of Mount Airy, N. C., showed a remarkable quality and breadth of handling. The work of Miss Ruth Worley, of Selma, N. C., a freshman, showed unusual ability and gives promise of big things to come. Miss Mary Tillery, of Scotland Neck, N. C., had some excellent posters, and her cover design was accepted by the University of North Carolina *Tar Baby* magazine. The work done by many other young ladies could be mentioned, for more than the usual amount of talent was found in the largest class the department has had in years.

A full class in China Painting exhibited beautiful work, which was up to the high standard maintained by Miss Noble, the instructor.

The class in Art Education has grown from four to twenty in three years, and art appreciation is growing as well as the desire for more beautiful homes and surroundings. The cultural value of the various lines of art work cannot be overestimated.

SOCIETY EVENING

Following the usual custom, Meredith Commencement of 1920 opened with Society Evening Saturday, May twenty-second.

On this occasion the awarding of the Carter-Upchurch and Bowling medals from the Astrotekton and Philaretian societies, respectively, was the feature of especial interest. Mr. J. M. Broughton, in his pleasing style, presented the medals to Miss Mamie Carrol, of the Astrotekton Literary Society, and Miss Bertha Moore, of the Philaretian Literary Society.

The program was as follows:

Processionals	PHILARETIAN SOCIETY ASTROTEKTON SOCIETY
Welcome Address.....	MARGARET FRANCES JOHNSTON
Piano—Liebesträume, No. 3.....	<i>Liszt</i> EUGENIA THOMAS
Introduction of Speaker.....	ROSE MARTIN
Presentation of Medals.....	MR. J. M. BROUGHTON
Voice—Morning	<i>Harriss</i> GRACE MOONEY
Recessional—Alma Mater.....	<i>Vann</i> <i>Reception in Society Halls</i>

COMMENCEMENT SUNDAY

ORDER OF SERVICE

TABERNACLE BAPTIST CHURCH
ELEVEN O'CLOCK

ORGAN PRELUDE—"Visions".....	<i>Rheinberger</i>
HYMN 388—"Glorious Things of Thee Are Spoken".....	<i>Haydn</i>
INVOCATION	
ANTHEM—"I Waited for the Lord".....	<i>Mendelssohn</i>
SCRIPTURE LESSON	
PRAYER	
HYMN 8—"Jesus Shall Reign".....	<i>Hatton</i>
BACCALAUREATE SERMON	
WILLIAM JOSEPH MCGLOTHLIN, A.B., Ph.D., LL.D., Greenville, S. C.	
ANTHEM—"Hallelujah Chorus" (from <i>Messiah</i>).....	<i>Handel</i>

Hallelujah! for the Lord God omnipotent reigneth!
The kingdom of the world is become the kingdom of our Lord and of
His Christ; and He shall reign for ever and ever.
King of kings and Lord of lords. Hallelujah!

BENEDICTION

ORGAN POSTLUDE—"Coronation March".....*Meyerbeer*

ORDER OF SERVICE

FIRST BAPTIST CHURCH
EIGHT O'CLOCK

ORGAN PRELUDE—"Fantasia".....	<i>Berens</i>
HYMN 550—"Oh, Happy Land of Pilgrims".....	<i>Barnby</i>
INVOCATION	
ANTHEM—"As Pants the Hart".....	<i>Gale</i>
SCRIPTURE LESSON	
PRAYER	
HYMN 503—"Jesus, My Lord".....	<i>Barnby</i>
MISSIONARY SERMON	
WILLIAM JOSEPH MCGLOTHLIN, A.B., Ph.D., LL.D.	
ANTHEM—"Hear My Prayer".....	<i>Mendelssohn</i>
BENEDICTION	
ORGAN POSTLUDE—"Pomp and Circumstance March".....	<i>Elgar</i>

COMMENCEMENT SUNDAY

At the baccalaureate service in the morning, the invocation was offered by Dr. Poteat, of Wake Forest, and the prayer by Dr. Bruner, of the Tabernacle Church. Dr. Brewer introduced Dr. William Joseph McGlothlin, of Greenville, S. C., who preached the baccalaureate sermon.

Dr. McGlothlin took for his theme "The Kingdom of Heaven," as presented in the parables of the thirteenth chapter of Matthew. The three main ideas concerning this Kingdom illustrated in the parable of the grain of mustard seed are the smallness of the Kingdom of God at the beginning, its growth, and its ultimate greatness.

At a time when the Jews were eagerly looking for a Messiah who should establish by force a powerful and glorious kingdom of might, Dr. McGlothlin showed us that Jesus came into the world as a little child, and while still young, quietly and unobtrusively with the help of a few disciples,

all simple workingmen, began the work which was the tiny lump of leaven destined to leaven the whole. Thus through all ages and also today, God does his work using the simple, natural way more often than the supernatural. The growth of His Kingdom has been as sure as the growth of the grain of mustard seed, although no man can tell how either grows. At the present time, we have before us the fulfillment of Jesus' prophecy, since we see a Kingdom of God that has spread over almost the whole world in spite of its humble beginning, and the many periods of adversity through which it has passed. The question as to whether or not the ultimate greatness of the Kingdom of God means that all people are to be Christians, cannot be answered by these parables; but we may hope Christianity will be the supreme power for all the human race. This seems today to be true in those lands nominally Christian, and the world appears to be ready for yet greater manifestations of the growth of the Kingdom of God.

The Kingdom of God must grow, Dr. McGlothlin declared, first of all because God gives the mysterious force called life, which He alone can give. There can be no real cause for pessimism today since God still works, even as he has worked throughout all ages. However, we must do our share of work, because the Kingdom of God can succeed only if we are God's fellow-laborers, and join our lives with His. This uniting of all human lives with the divine life of Jesus is the vital need of the hour for the whole world, and is the essential thing for each one of us individually, if we wish to help bring about the final and complete victory of the Kingdom of God.

In the evening Dr. McGlothlin took as his text for the missionary sermon parts of three verses of the second chapter of Acts: "I will pour forth of my spirit upon all flesh. And your sons and your daughters shall prophecy." "Yea, and on my servants and on my handmaidens in those days will I pour forth of my spirit, and they shall prophecy." "And

it shall be, that whosoever shall call on the name of the Lord shall be saved." He pointed out that although these words, quoted by Peter from Zoel, must have sounded strange to the Jews of Zoel's time, and likewise to the people to whom Peter preached, we today live in a new age, when this prophecy has been to a great extent fulfilled. Dr. McGlothlin illustrated this point further by tracing the part that woman has had in the development of Christianity, beginning with the time of Jesus, who preached the Gospel not for men alone but for all human beings, continuing through the Middle Ages when the church organization shut out woman from all service unless she entered a convent, to modern times when within the last hundred and fifty years a great change has taken place. Today women have a part in all religious affairs, and are a mighty force in the evangelizing of the world.

Dr. McGlothlin concluded with a forceful and moving appeal to his audience, and especially to the young women about to graduate, who have had the opportunities of Christian training at home and in school to heed the call of the Master. This call, which comes to us directly from our sisters in foreign lands who know not Christ, and also from our sisters who have gone to foreign lands to spread the Gospel, is the call to devote our lives, either at home or abroad, to service and sacrifice at this critical period, when the whole world is in a ferment, while everywhere the doors of opportunity are opening, and everywhere is the great need of devoted Christian lives expressing the message of Jesus.

CLASS DAY EXERCISES

Class Day exercises are always attended annually by a great throng who wait impatiently to see what new contribution the graduating class will add to the varied programs of previous years. Many hearts were quickened to recall memo-

ries of former days as the Sophomores entered, singing and bearing their daisy chain in tribute to the Class of '20. Then the white-clad Seniors, bearing aloft their mascot, the aeroplane, passed down the aisle between the longest Sophomore lines in the history of the College.

Following the welcome address by the President, Miss Mamie Carroll, the Seniors presented their experiences *On Moonless Mars*, a play in three acts.

CAST OF CHARACTERS

King Inez Wooten

Natives

Isla Davis	Jessie Jenkins
Madge Daniels	Vernie Eddins
Lillie Mae Aycock	Blanche Burke

Imp	Dorothy Bland
Mayor	Mamie Carroll
Clerk of Court.....	Mary Sue Hunt
The Torpedo Man.....	Irene Money
Madam Oui Ja.....	Glenn Ward
The Spirit.....	Mattie Gunter

Girls Stranded on Mars

Marguerite Maddrey	Berta Hocutt
Lillian Maxwell	Mary Ida Butler
Frank Martin	Rose Martin
Frances Johnston	Katharine Shipman
Eugenia Thomas	Loula Stone
Eva Dean	Gladys Williams
Ophelia Johnston	Marjorie Spence
Jessie Stillwell	Mae McMillan
Fannie Turlington	Thelma Lee

Emma Jackson

The curtains opened on the sylvan court of the King of Mars, who was really a refugee from Meredith. He was attended by a group of courtiers who had likewise deserted their Meredith classmates. Their revels were soon ended by the appearance of the Imp, the discarded mascot of the Class

of '20. The unruly Imp told the King that his classmates had landed on Mars in an aëroplane, and together they plotted against them.

Upon their arrival, the Seniors prepared to pass the time exploring the planet until the Torpedo man could repair their broken aëroplane. True to the spiritualistic tendency of the age, each Senior called upon Madame Oui Ja Board and her spirit to reveal the secrets of the future. At last, tired of their moonless planet, the Seniors left for Meredith, accompanied by their classmates, who had rejoined them.

Two underlying purposes were apparent beneath the play. First, there was evident a mild satirical feeling toward the present modern unrest as illustrated in the desire to fly to Mars, and to place belief in the prophesies of the Oui Ja spirit. The second was a direct plea for a greater Meredith, which they affirmed could be realized only by moving the college to a larger site.

In conclusion, the *Alma Mater* was sung as Seniors and Sophomores went out on the campus to plant the rose vine.

THE ANNUAL CONCERT

The Annual Concert given by the School of Music was a most brilliant success, indeed it was pronounced by many present to be the best in the history of the department. That it was thoroughly enjoyed by the large audience was evident by the generous applause given each performer, and it certainly showed to the full the splendid work done by both faculty and students during the year.

The program was descriptive of Spring. The keynote was struck with the first chorus, which goes from the breaking of day to the welcoming of May and closes with the words "Spring is here," while the last chorus dwells on the whiteness and purity of the snow and its rapid disappearance with the approach of Spring. The piano numbers also carried

out the same idea, for the secondary subject in the Staccato Etude is a Barcarolle, while the second movement of the Hungarian Rhapsody describes the dancing on the green at the May festival.

The College Choir, which is composed of fifty young ladies, did some splendid work in the two three-part choruses they sang; they were intricate compositions but at the same time dainty, melodious and fascinating. Both were sung beautifully, the phrasing, the gradation of tone, the tonal quality and the attack, left nothing to be desired, while the diction was such that every word could be understood.

The first number, *Dawn's Awakening*, by Grieg, is a clever arrangement by Lucien Chaffin, of the first movement of *The Peer Gynt Suite*, which is perhaps one of the great Norwegian's best efforts. *The Snow*, by Sir Edward Elgar, a beautiful piece of vocal writing, showed the great English composer in one of his happiest moods. A bright and pleasing number was the vocal quartette. This was of a Spanish character, and the eight young ladies who sang it entered most thoroughly into the spirit and gave an excellent rendition.

The piano numbers, each of which stood out by itself, having been written by three celebrated pianists, each representatives of great schools, viz.: Russian, Hungarian and German, for although MacDowell stands foremost among American composers, his Concert Etude shows in a most decided manner the influence of the last named school. These numbers were played by two graduates, Misses Lillian Frances Maxwell, and Eugenia Hendren Thomas, and one undergraduate, Miss Ruth Goldsmith. It would be extremely difficult to differentiate between the work done by these young ladies inasmuch as each has a style of her own, but suffice it to say, all of them displayed fine technique, a brilliant style, sonorous, yet pure tone and excellent phrasing.

Mr. Edward Seawell, who has been a vocal student for six years, sang three Italian Folk Songs, representing three distinct moods. He entered into the spirit of each and sang in

excellent style. Miss Margaret Pope gave a violin solo and surprised her hearers with her broad, rich, pure tone and splendid harmonics. Miss Ethel Ferrell did not appear owing to sickness.

The program follows:

Dawn's Awakening, op. 46, No. 1.....	<i>Grieg</i>
THE COLLEGE CHOIR	
PIANO—Concert Etude, op. 36.....	<i>MacDowell</i>
LILLIAN MAXWELL	
VOICE—Mio Sol	} <i>Italian Folk Songs</i>
San Lucia	
La Mattische	
EDWARD SEAWELL	
PIANO—Hungarian Rhapsody No. 2.....	<i>Liszt</i>
RUTH GOLDSMITH	
Estudiantino	<i>Lucerne</i>
EUGENIA BOOTH	EDNA EARL HINTON
MABELLE NALL	SARAH PRIVOTT
MYRA OUTLAW	LEILA HORN
NELLIE MAE JOHNSTON	MABEL BOST
VIOLIN—Kujawiak	<i>Wieniawski</i>
MARGARET POPE	
VOICE—Visse D'Arte (Tosca).....	<i>Puccini</i>
ETHEL FERRELL	
PIANO—Staccato Etude	<i>Rubinstein</i>
EUGENIA THOMAS	
The Snow, op. 26, No. 1.....	<i>Elgar</i>
THE COLLEGE CHOIR	

GRADUATION DAY

The commencement exercises of Meredith College were held on Tuesday morning, May twenty-fifth, at ten-thirty o'clock. After the entrance of the academic procession, consisting of thirty-two Seniors, in cap and gown, the trustees, the faculty, and the alumnæ, the audience sang, "Jerusalem, My Happy Home." The invocation was given by Dr. R. T. Vann. After the singing of the anthem, "The Lord is My

Shepherd," by the choir, President Brewer introduced the speaker of the day, Dr. Edwin Mims, Professor of English at Vanderbilt University, Nashville, Tennessee.

Dr. Mims gave a thoughtful and impressive address on "The Challenge of the Present Hour." He pointed out the distressing problems of the day which have come as a result of the war. He showed how easy it is for the pessimist and the cynic to find proofs for their philosophy. He quoted Byron's theory, that all history may be summed up in a page; but he made it clear that the philosophy of the pessimist is a superficial one. He told the Seniors that although they had to face a world filled with disillusionment, each girl might always command herself. If each one would ally herself with the forces for good she would help to make a better world. She must have courage, patience, intelligence, and the spirit of self-sacrifice.

After Dr. Mims' speech, President Brewer presented the diplomas and conferred degrees. Miss Lillian Frances Maxwell and Miss Eugenia Hendren Thomas received diplomas in piano. Miss Margaret Frances Johnston and Miss Frank Martin received diplomas in art. Miss Blanche Lenore Burke, Miss Thelma Ruth Lee, Miss Jamie Mae McMillan, Miss Marguerite Williams Maddrey, Miss Rose Gertrude Martin, Miss Sarah Katherine Shipman, received the degree of Bachelor of Science. The following students received the degree of Bachelor of Arts: Miss Lillie Mae Aycock, Miss Dorothy Bland, Miss Mary Ida Butler, Miss Mamie Carroll, Miss Madge Westcott Daniels, Miss Isla Belle Davis, Miss Eva Louise Dean, Miss Vernie Scarborough Eddins, Miss Mattie Burke Gunter, Miss Berta Hocutt, Miss Mary Sue Hunt, Miss Emma Jackson, Miss Jessica Jenkins, Miss Ophelia Calhoun Johnston, Miss Rachel Irene Money, Miss Marjorie Spence, Miss Jessie Mabel Stillwell, Miss Loula Elizabeth Stone, Miss Fannie Elizabeth Turlington, Miss Glenn Ward, Miss Gladys Ione Williams, Miss Inez Wooten.

In his address to the graduating class, President Brewer emphasized the importance of the individual's education, the need for each girl to keep her poise and to learn to distinguish between temporary things and those which have permanent value.

The singing of the Hallelujah chorus by the choir was followed by the presentation of Bibles to the members of the graduating class by Mr. R. N. Sims.

Mr. W. N. Jones, President of the Board of Trustees, reported a successful year financially. He paid tribute to the two trustees whom the College has so unhappily lost during the past year, Mr. Beeler Moore, and Mr. Franklin Shields. He announced the gift of the alumnæ of twenty-five thousand dollars to endow a chair at Meredith.

The Senior Class presented the Library with a gift of one hundred and fifty dollars to buy books, which was not announced.

The exercises closed by the singing of *Alma Mater*.

Dr. Vann pronounced the benediction.

THE ALUMNÆ

An unusually large representation of alumnæ came back for commencement this year.

For the first time in the life of the College a special feature aside from the regular business meeting and social gathering was executed; this was a demonstration given on the campus Monday afternoon under the direction of Miss Royster. The alumnæ were arranged in classes for a processional, the leading class officer present bearing a banner with her year in class colors. In the course of the march around the campus, each class halted at the Maypole for a song, some relic of class day exercises, or other appropriate "stunt."

There were representatives from all but two classes. The exercises ended in enthusiastic singing of *Alma Mater*, and nine ringing rahs for various members of the faculty and College officers, who had especially helped in making the hour a success.

Immediately from the campus the association proceeded to the Philaretian Society Hall for its annual business session. The meeting was an unusually full one. Of the many important matters to be brought before the body, the most momentous was that relating to the expansion of the College. There were eloquent and convincing appeals from Miss Bertha Carroll, of the Board of Trustees, Miss Mary Steele, of the Faculty, and Miss Madge Daniels, of the student body. Letters from absent members of the association very clearly revealed the deep and widespread interest of the Alumnae in the growth of their Alma Mater. Among the letters read might be mentioned especially that from Miss Rosa Paschal, who was for so long Dean of Meredith College, and from Dr. Blanche Barrus, former President of the association. Definite and far-reaching plans were proposed and endorsed by the association, and a committee, with Miss Hattie Herring as chairman, was appointed to confer with the trustees.

Upon recommendation of the nominating committee, the following officers were elected for 1920-21: Miss Marguerite Higgs, President; Mrs. Wilbur Bunn, Vice-President; Mrs. R. M. Squires, Recording Secretary; Miss Carmen Rogers, Corresponding Secretary; Miss Emily Boyd, Treasurer; Mrs. E. N. Johnson, Chairman of Meredith Clubs, and Miss Kate Johnson, Secretary of Meredith Clubs. Thanks were extended the retiring officers for their faithful and efficient service.

After the meeting adjourned, delicious refreshments were served in the Astrotekton Hall, Mrs. C. O. Abernethy presiding. The decorations were exquisite, Paul Neyron roses, the flower of the Class of 1910, who held its reunion this year.

BACCALAUREATE ADDRESS

BY CHARLES EDWARD BREWER

Young ladies of the graduating class:

There are mingled feelings on this occasion when Alma Mater gives you her blessing and says to each of you "bon voyage." There is deep regret that you are saying adieu as students. On the other hand there are congratulations for you on the realization of one of your cherished hopes.

I need not remind you that you are entering upon the duties of citizenship at a most interesting and critical period. This statement has been made in substance to each of the last several classes. In 1916 the World War was raging and all were looking forward with dread to the time when our country should be drawn into the maelstrom. At the commencement of 1917 the momentous question had been decided and the whole country was throbbing with excitement and busy with preparations to wage a vigorous contest. In 1918 preliminaries had been completed and our American soldiers were being sent to the battlefields of Europe by thousands each day. Commencement day in 1919 saw our soldiers returning as rapidly as they could be given transportation, rejoicing, all of us, over the signal victory won. Each of these commencement days witnessed a crisis in our country's history. Each called for heroic service from all, especially from those favored with special training. It is but a statement of fact, however, to say that the present crisis and the present opportunity far surpass in importance any of those mentioned. The task of reconstruction which is engaging our attention today is less romantic than actual warfare, hence must be undertaken not as a matter of impulse, but as a matter of principle. It is a tedious process requiring patience of an unusual order. The patriotic appeal is not so insistent as when men are marching and bands are playing. The spirit of sacrifice is transformed all too

frequently into a spirit of self-seeking that expresses itself in conscienceless profiteering and in a morbid sensitiveness and self-consciousness that mar human relations and jeopardize the very existence of our social and industrial order.

You enter such a world as this appreciating thoroughly the wonderful significance of the times. But unless I greatly misinterpret your spirit and motives, so far from shrinking from the task that is waiting, you welcome it and look forward to it with sympathetic interest, and unbounded enthusiasm for the part you are to play. As you enter upon this service it is not amiss for me to remind you that many have tried to make it appear that since the late desperate experience the wills and the feelings of people have been radically and permanently changed and to meet this many of our traditions must be abandoned and our institutions revolutionized. Such suggestion has been made definitely with regard to the Christian churches, our schools and our Government. Far be it from me to hold that there should not be development in each of these departments of life. Growth is essential but growth comes by conformity to the conditions of life. Investigation will convince you, I am sure, that the change that is observed is one of environment and is external. It was brought about by the war and the emergencies arising therefrom. But the war was but an incident in human history. It is over and the peculiar conditions occasioned by it will also pass away. But human nature is practically the same as it was centuries ago. There is in it the same tendency to sin, the same selfish proclivities, but withal the same inclination at times to give heed to appeals calling to a higher and better life. Human needs are the same now as they were generations ago. There is suffering that needs relief, sorrow that needs comfort, cravings that need satisfaction, despair that needs to be removed.

In your efforts to have a part in any of these worthy activities it is most important to discriminate between the incidental and the fundamental. It is worthy of note that

in spite of much criticism the agencies enumerated above have, for the most part, been able to adjust themselves in such a manner as to fulfill well their respective missions. Our Government surprised the world and gratified its own citizens in the ability shown to function in novel roles, in the efficiency with which new enterprises could be administered, and in the promptness with which extra and unusual responsibilities could be relinquished. Churches found it necessary to adapt themselves to the new environment afforded by the war. They will continue to meet situations as they arise. But it must not be forgotten that the real mission of a church is to preach the Gospel and lead people to accept Jesus Christ as Saviour and apply His principles in everyday life. The need for this is just as great today as it has ever been.

Quite a little has been said about modification of the curricula of our schools of all grades. This is undoubtedly desirable and necessary, only let it be done for the purpose of effecting a permanent improvement and not simply for gratifying a passing whim. The object of education is to develop character and the character needed today is the same as that required in all the days that are past.

In all of these relations and in others that I cannot now mention, let me urge you to discriminate between the temporary and fleeting condition and give your efforts to foster causes that are permanent and fundamental. Keep your poise. This is no easy thing to do when the world is going so fast and when changes succeed one another at such a dizzy rate. Keep your faith in God—in His goodness, in His providence, in His power, in the ultimate triumph of His will.

Wordsworth, in answering the question who is the happy warrior, says it is he

“Whom neither shape of danger can dismay,
Nor thought of tender happiness betray,
Who, not content that former worth stand fast,
Looks forward, persevering to the last,
From well to better, daily self-surpast:

“Who, whether praise of him must walk the earth
Forever, and to noble deeds give birth,
Or he must fall to sleep without his Fame,
And leave a dead, unprofitable name,
Finds comfort in himself and in his cause;
And while the mortal mist is gathering, draws
His breath in confidence of Heaven’s applause:

This is the happy warrior; this is he
Whom every man in arms should wish to be.”

Into the struggle then, my young companions of four brief years, you are needed. Look forward, persevering to the last.

“From well to better, daily self-surpast.”



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ATROCITIES IN GREEK WARFARE*

BY HELEN HULL LAW

In connection with the late war attention has naturally been drawn to the usages of warfare in ancient times.¹ The purpose of this paper is to present the main instances of atrocities practiced in Greek warfare cited by Herodotus, Thucydides, and Xenophon, covering a period of more than a century, with some indication of the attitude of the Greeks themselves toward "frightfulness."

Religion was an important safeguard in the relations of Greek states, for it involved the sacredness of treaties, the inviolability of heralds, the sanctity of temples, and the recovery and proper burial of the dead. The rights of heralds were recognized in the Homeric age and safe-conduct given them. As a rule, these rights were strictly observed and disregard of them was a grave offense and might lead to serious consequences. Herodotus (vii. 133-34) tells the famous story of how the ambassadors sent by Darius to the Greek cities were thrown into a pit at Athens and into a well at Sparta with orders to take earth and water for themselves to carry to the king. The Lacedaemonians, as the victims at the temple of Talthybius failed to give good omens, sought to make amends by sending two men to the king as atonement for the heralds slain. The men were themselves kindly treated by Xerxes, but during the Peloponnesian War their sons sent to Asia as ambassadors were betrayed by Sitalces, taken to Athens, and put to death by the Athenians, who justified this illegal act by declaring that it was done in retaliation for certain illegal practices of warfare that the Lacedaemonians had adopted. It was the death, under suspicious circumstances, of a herald sent to the Megarians that

* Reprinted by permission from the *Classical Journal*, December, 1919.

¹ For a comparison of warfare in Greece in the fifth century B. C. and in Europe in the twentieth century see "Usages of Ancient Warfare" by H. P. Jones in the *Edinburgh Review*, January, 1918, and "Berlin and Athens" by Mrs. Allinson in the *Unpopular Review*, March, 1919.

was the cause of the second, more stringent decree against the Megarians, providing for a truceless war and two invasions of the Megarid a year.²

The wanton destruction of sacred edifices practiced by the Germans in France has no counterpart in Greek warfare. The burning of the temples on the Acropolis by Xerxes³ was an act typically barbarian rather than Greek. Greek feeling, on the other hand, is shown by the fact that it was under the plea that the Athenians had done wrong in transgressing the law of the Hellenes by using temples for ordinary, secular purposes that the Boeotians refused on one occasion the usual request that the dead be given up under a truce.⁴ The temples were not only themselves sacred but they gave safety to those who took refuge there. The most famous violation of this sanctity took place at Athens during the conspiracy of Cylon when the Athenians raised up those who had seated themselves as suppliants at the altar on the understanding that no harm should be done them, led them out and killed them, and even dispatched on the spot others who had taken refuge at the altar. From this deed the men who killed them were called accursed and guilty of an offense against the goddess.⁵ In ordinary warfare as well as in civil strife those in danger might take refuge at an altar. After the battle of Coronea, for instance, Agesilaus was informed that eighty of the enemy under arms were in the temple. "Though he was covered with wounds he did not forget his duty to the gods but gave orders to let them retire unscathed and would not suffer any injury to be done them."⁶

This reference for temples is shown by the refusal of the Boeotians to give back the dead under truce because the Athenians had violated the sanctity of the temple of Delium. Under ordinary circumstances from the time of Homer on, truces for this purpose were granted without question. Even in this case the Boeotians did not persist in their refusal,

² Plutarch *Pericles* 30.

³ Herod. viii. 53, 54.

⁴ Thuc. iv. 97.

⁵ Thuc. i. 126.

⁶ Xen. *Hell.* iv. 3. 20.

for the importance attached by religion to the proper burial of the dead made it really necessary to allow the bodies to be taken up.

It is of immediate interest to inquire whether the defeated belligerents were allowed to pick up the severely wounded or whether they were taken prisoner or perhaps slain by the enemy. The silence of the ancient writers in regard to this point seems strange to us when we think of the work done by the Red Cross nowadays. In the account of the Sicilian retreat Thucydides tells us that the Athenians left the camp where the dead lay unburied; and the living whom they were leaving behind, wounded or sick, were far more shocking to behold and more to be pitied than those who had perished, as they entreated and bewailed, begging their friends to take them and loudly calling upon individual comrades or relatives (vii. 75). In the absence of explicit evidence it may be surmised that the severely wounded were left to be picked up by the defeated belligerents after the victors had made prisoners of the slightly wounded.⁷

It was a general custom to strip the dead of arms, clothing, and ornaments, but there is no evidence of the mutilation of the dead in the historic period. As early as the Homeric poems we see the horror with which Achilles' treatment of the body of Hector was regarded. Herodotus expresses the natural repugnance of the Greeks for the mutilation of the dead in his account of Xerxes' treatment of the body of Leonidas. When Pausanias was urged to mutilate the body of Mardonius in reprisal he indignantly repudiated the suggestion, saying, "Such actions befit barbarians rather than Greeks and even in barbarians we detest them" (ix. 79).

In actual warfare the devastation of the land of the enemy was the recognized means of applying pressure. During the Peloponnesian War the Spartans regularly invaded and devastated the land of the Athenians and the Athenians regularly sent ships to ravage the coasts of the Peloponnesus. The

⁷ For instances of the wounded being taken prisoner see Thuc. iv. 38, 57. Cf. Aristophanes *Acharnians* 1174 for the care of the wounded. Grote suggests that they were slain by the victors.

devastation consisted evidently in the destruction of the yearly crop and the cutting down of fruit and olive trees and the burning of buildings.⁸ It was fear for their vine crop that was still ungathered that made the people of Acanthus decide to admit Brasidas, for moderate and just as he was in his dealings with the cities of Chalcidice, he threatened to lay waste their lands if they refused.⁹ How complete the destruction might be is seen from the statement in the *Oxyrhynchus papyrus*, "In the Decelean War the enemy carried off all the furnishing material in Attica, beginning with the wood and tiles of the houses." But in the former invasions, the account continues, the land had suffered but slight injury.¹⁰ Probably the latter situation was more common than the former, for it would not be to the interest of the conquerors to cripple absolutely a land that might be of use to them later.

The character of Greek fighting was merciless, though the refinements of cruelty resulting from modern invention were unknown. Ordinarily, the fighting went on to the bitter end; quarter was seldom asked or given; troops that were overpowered and helpless were simply slaughtered and, speaking generally, few prisoners were taken.¹¹

The fate of those taken prisoner whether in battle or in capturing a town differed greatly according to circumstances. The killing of all prisoners was clearly within the rights of the conqueror, but unless there was some special reason for severity, ordinarily the prisoners were sold into slavery rather than killed.¹² Often the personal character of the commander in charge was the decisive factor in determining the fate of the conquered, as can be seen by comparing the lenient terms offered to Mende by Nicias with the harsh treatment meted out to another revolting Chalcidian city, Torone, by Cleon. Political considerations also had much to do with the treatment of prisoners. The Corcyreans of high posi-

⁸ Xen. *Hell.* 1. 2.

⁹ Thuc. iv. 88.

¹⁰ *Oxyrhynchus papyrus* edited by Grenfell and Hunt, V, 175.

¹¹ Herod. ix. 70; Xen. *Hell.* ix. 4. 11-12.

¹² Cf. *Hell.* vii. 4. 25.

tion, taken captive at Anaetorium by the Corinthians, were treated with great consideration in the hope that they might bring over their country to the side of Corinth on their return.¹³ Similarly, the Spartans taken by Athens at Pylos were given excellent care since they were of great value in peace negotiations. Prisoners were also held for exchange or ransom.¹⁴

The plight of Athenian prisoners after the Syracusan disaster reminds us of conditions in the prison camps of Germany during the late war. The prisoners were kept crowded into a quarry without shelter, in a dreadful condition, suffering from illness, hunger, and thirst.¹⁵ But references to the treatment of prisoners are rare. Thucydides enlarges on the sufferings of the Athenians because it was an exceptional case. Prisoners held for exchange were fairly well treated; others were almost immediately sold into slavery.

The selling of men taken prisoner and of women and children in a captured town was a generally accepted custom. It was not as horrible and inhumane to the ancient mind as it is to ours, for slavery was an institution everywhere recognized in the ancient world. Besides, it was preferable to death, for there was always a chance for ransom, the terms of which were ordinarily liberal.¹⁶ It may be doubted whether their lot was worse than that of the French and Belgian civilians, who were carried off by the Germans into slavery.

The instances in which the extreme penalty of death was inflicted on prisoners are few. At the outbreak of the Peloponnesian War, the Plataeans threatened to put to death the prisoners taken when the city was attacked, if the Thebans did not withdraw from their territories, a threat which they later carried out although the Thebans withdrew at once. The Athenians saw the folly of antagonizing every one at the beginning of hostilities, but the herald who was sent to forbid

¹³ Thuc. i. 55.

¹⁵ Thuc. vii. 87.

¹⁴ Thuc. v. 3.

¹⁶ For varying terms of ransom cf. Herod. v. 77; vi. 79; Thuc. iii. 70; vii. 83; Aristotle *Ethics* v. 7. 1.

the Plataeans taking any violent measures without instructions unfortunately arrived too late.¹⁷

At the very end of the war, after the battle of Aegospotami, when the fate of the Athenian prisoners was being considered, among the crimes committed against the law of Hellas brought up against them was their alleged intention of cutting off the right hands of all prisoners taken. False as this accusation probably was, it resulted in the death of the prisoners.¹⁸

As to the treatment of women and children in warfare, our knowledge is rather limited because of the submerged position of women in all the Greek cities, except Sparta. But Herodotus¹⁹ tells of two occasions when the women of Athens were aroused in the stress of war to take cruel vengeance, not on a foreign enemy, but on their own fellow-citizens. They stabbed to death with their brooches the sole survivor of an expedition to Aegina, in anger that he alone had returned, and again they stoned to death the wife and children of a man who had advised that the proposals of a foreign enemy be accepted. Violent as these outbreaks were, they were very rare in comparison with the part taken by women in the French Revolution, or more recently in Russia. The only recorded occasion when women and children were put to death after a town had been taken was in the Thracian sack of Mycalessus.²⁰ There is little or no information about their life in slavery or their relations with their owners except the statement made by Plutarch that Alcibiades took one of the Melian women for himself and brought up the child he had by her. Ordinarily, they sank into the position of mere household slaves.²¹

As for the other dependent classes in the state, the slaves and Helots, both presented difficult problems. One of the greatest annoyances connected with the Spartan occupation of Decelea was that it was a refuge for runaway slaves; it is

¹⁷ Thuc. ii. 5, 6. Cf. iii. 66, 2.

¹⁸ Xen. *Hell.* ii. 1. 28-37.

¹⁹ v. 87; ix. 5.

²⁰ Thuc. vii. 29. For the Athenian attitude toward the crime of a general who killed the husbands of two women for personal reasons see Agathias' epigram on Paches and the Melesian women and compare Plutarch *Nicias* 6.

²¹ See Euripides' *Andromache* for an appreciation of the pathos of the situation.

estimated that Athens lost 20,000 slaves by desertion during the war. In the case of the Helots, the danger was still greater, for the Spartans lived in continual fear of their uprising, constantly putting to death all those who seemed superior and declaring war against them every year to avoid blood-guiltiness. During the Peloponnesian War the Helots were asked to pick out those who had most distinguished themselves against the enemy. The two thousand who were selected were given freedom amid great rejoicing, and then afterward the Spartans did away with them and no one knew how any of them perished.²²

The fate of a town taken in war differed according to its relation to the conquering government and the disposition of the general in command. Sometimes very lenient terms were granted.²³ Part of the success of Brasidas in Chalcidice was due to his leniency toward those towns that had resisted him. He sent word to Amphipolis that any of the Amphipolitans or Athenians, who chose, might continue to enjoy their property with full rights of citizenship; those who did not wish to stay had five days to depart, taking their property with them.²⁴ Sometimes, on the other hand, the terms were severe. In the case of Plataea, so much bitterness had been roused by the killing of the Theban prisoners at the opening of the war that when the town finally surrendered, the legal trial promised was a mere matter of form; but still the fact that even the form of a trial was gone through with shows that they feared the odium resulting from a full exercise of their rights as victors. The Lacedaemonian judges asked only one question, whether the Plataeans had ever done the Lacedaemonians and their allies any service in the war, and when a negative answer was given, the prisoners were taken out and slain, the women made slaves, and the town razed to the ground.²⁵

Against Mytilene in particular the anger of the Athenians had been aroused, for they considered that Mytilene had

²² Thuc. iv. 80.

²³ *Hell.* vi. 5. 12; v. 4. 63.

²⁴ Thuc. iv. 105.

²⁵ Thuc. iii. 68.

revolted without cause since it was an autonomous ally. The Peloponnesian fleet had been summoned for aid, and there was danger that the revolt might spread to all Ionia. Consequently, when after a long siege, the Mytileneans had been forced to surrender, the Athenians determined to put to death not only the prisoners whom Paches had sent to Athens as chiefly responsible for the revolt, but all the adult male population of Mytilene, and to enslave the women and children. The next day, however, the Mytilenean representatives at Athens succeeded in securing a fresh discussion of the question and the decree was withdrawn. The walls of Mytilene were demolished, the ships taken over, and the prisoners at Athens killed, but the people were saved.²⁶

After the revolt of the Chalcidian towns at the instance of Brasidas, the Athenians took violent measures in reducing them. Since Scione had revolted two days after the truce and Brasidas had refused to restore the town without arbitration, the Athenians decreed on the motion of Cleon that the town be reduced and the Scionians put to death, a decree which was carried out two years later when Scione fell, for the women and children were enslaved, the adult males put to death, and the land given over to the Plataeans.²⁷ On the capture of Torone also, Cleon, who was in command, sold the women and children as slaves and sent the men to Athens to be held for exchange.²⁸

The attack made by the Thracians ²⁹ on Mycalessus is the most dreadful atrocity committed during the war, for the women and children were not spared, as they ordinarily were. The Thracians, bursting in, sacked the houses and temples and butchered the inhabitants, sparing neither youth nor age but killing all they fell in with, even children and women. Everywhere confusion reigned and death in all its shapes, and in particular they attacked a boy's school and massacred all the children. In short, the disaster falling upon the whole town was unsurpassed in magnitude and unapproached

²⁶ Thuc. iii. 50.

²⁷ Thuc. iv. 122.

²⁸ Thuc. v. 3.

²⁹ The Thracians had been in the pay of Athens but were on their way home.

by any in suddenness and horror, since, as Thucydides puts it (vii. 29), the Thracian race, like the bloodiest of the barbarians, is always most violent when it has nothing to fear. This shows both the Greek contempt for barbarians and the repugnance which the Greeks naturally felt for acts of this sort.

Greek treatment of conquered enemies differed according as they were barbarians, rebels, national enemies, and political enemies. The barbarians were looked upon with scorn and no mercy was shown them.³⁰ Even Plato, in advocating less cruel methods of warfare, makes it clear that he is thinking only of war between Hellenes. Rebels, revolting members of a league or federation, were frequently dealt with harshly, as can be seen by the fate of Scione, Torone, and Plataea. There was less bitterness toward other Greek cities with whom there was formal war, but between political enemies the strife was extremely cruel. The truth of Herodotus' statement (viii. 3) that *stasis* is as much worse than war as war is worse than peace is shown by the fact that the most terrible outbursts of violence arose from this bitter strife between aristocrats and populace. This is illustrated in the conspiracy of Cylon and in the uprising at Samos,³¹ but most strikingly at Corcyra. When the garrison, which had surrendered to the Athenians, was finally given over to the Corcyreans, a scene followed like recent happenings in Russia. The prisoners were shut up in a large building and afterward taken out by twenties and led between two lines of heavy infantry, bound together, and were beaten and stabbed by the men in the lines whenever they saw any personal enemy pass. In this way sixty men were taken out and put to death before the rest realized that they were not simply being moved from one place of confinement to another. Thereupon, the men, refusing to go out, were attacked in the building; many committed suicide and finally all perished.³² It was to prevent bloodshed of this sort that amnesties were

³⁰ Herod. ix. 70; Xen. *Hell.* iv. 4. 11-12.

³¹ Thuc. viii. 21.

³² Thuc. iv. 47-48.

arranged when political exiles were allowed to return unharmed, as, for instance, in Athens in 404.

Deportation of inhabitants carried on so extensively in the late war was not an uncommon method of warfare, as is shown by Herodotus' frequent mention of it in his history of the Eastern Empire. On two occasions, at least, the Athenians expatriated the entire population of a city as a means of protection or revenge, Aegina and Histaea.³³

Violation of neutrality is of special interest by reason of its prominence in the recent war. The right of a city to be neutral was recognized; the Spartans, for instance, suggested that Plataea remain neutral during the war³⁴ and the Melians asked to be allowed to remain friendly to both sides. This request the Athenians refused, evidently because they considered that the effect of this on their subject allies would be demoralizing. When the Melians refused to yield, their city was besieged and on being captured it suffered the same fate that a revolting colony like Scione suffered; its male inhabitants were killed, the women and children sold into slavery, and the town destroyed.³⁵ Melos, then a neutral state, was treated as a revolting colony and all distinction forgotten in later literature.³⁶ Brasidas' experience in Thessaly is an instructive instance of the way in which passage of an armed force through a neutral country was regarded. While Brasidas was leading his forces through Thessaly, ostensibly a neutral country, but really sympathetic with Athens, he was stopped by ambassadors who rebuked him for making the attempt without the consent of the nation. Brasidas disclaimed all intention of passing through against the will of the country but asked them not to stop him, as he did not come as an enemy to them. While his request was being considered he hurried on and managed to get through before the Thessalians decided what to do.³⁷ It is worth noting that he used guile but did not employ force. Especially important in regard to the treatment of neutrals is the state-

³³ Thuc. ii. 27; i. 114.

³⁴ Thuc. ii. 72.

³⁵ Thuc. v. 116.

³⁶ Isocrates iv. and xii, *passim*.

³⁷ Thuc. iv. 78.

ment that the Lacedaemonians slew all the Athenian and allied traders whom they caught on board the merchantmen around the Peloponnesus and at the beginning of the war butchered as enemies all the men whom they captured on the sea, whether enemies or neutrals.³⁸ Such treatment of neutrals is not more cold-blooded than the indiscriminate slaughter of neutrals, including women and children, at sea by the Germans. It was a desperate attempt to cut Athenian commercial and military communications with the west. The enormity of the policy in Athenian estimation is shown by their actions in putting Spartan ambassadors to death as a reprisal.³⁹

These are in the main the atrocities recorded by Greek historians of this period. All of them can be paralleled in the history of the recent war. But it may be asked how far the silence of the historians is to be regarded as proof that other and perhaps worse atrocities were not committed. It is conceivable that certain deeds of violence were not recorded because they were regarded as unimportant or not unusual enough to be interesting, or were suppressed through a desire to shield the perpetrator of the deed. For instance, it is natural to inquire whether it is possible to conclude, since no mention of the fact is made, that the soldiers did not ordinarily plunder a town taken in war. Thucydides (iv. 130) does relate that when Mende opened its gates to the Athenians without an agreement, the generals had difficulty in restraining the soldiers from massacring the inhabitants as if the town had been taken by storm. But so inadequate were engines of assault that only very infrequently was a town taken by storm. Ordinarily a town was forced to surrender through the plundering of the surrounding country or after a siege of varying length or through some internal treachery. An agreement made before the gates were opened

³⁸ Thuc. ii. 67. For another instance of cruel and shortsighted policy see Thuc. iii. 32. Alcidas put to death islanders (members of the Athenian league not taking an active part in the war) without considering that he was making more friends into enemies than enemies into friends.

³⁹ Cf. *supra*, p. 2. See Herod. v. 102; Thuc. iii. 67 for other illustrations of the principle of reprisals.

would, on most occasions, prevent unrestrained violence on the part of the soldiers on entering the town. Indiscriminate rifling of a town could certainly not be allowed if the place had been won by internal treachery, for in that case friends would be apt to suffer along with enemies. Then, too, Thucydides' whole account of the sack of Mycalessus shows that such a massacre of inhabitants and destruction of a city was not merely unusual but a unique instance and distinctly barbarian rather than Greek. A grave doubt is cast upon the reliability of the historian in question, if it is believed, that he deliberately withheld information in a desire to shield either side. Thucydides certainly shows no inclination to shield his own city, for he tells of Melos and Scione in as simple and straightforward a fashion as he does of any of the atrocities committed by the Spartans. Consequently, it is probably safe to infer that the history of Thucydides, at least, gives a fairly complete account of the atrocities committed during the war.⁴⁰

But it is worth while to attempt to understand why a people as humane and civilized as the Greeks were guilty of these deeds of violence and how they themselves regarded them. In some cases the influence of a strong and powerful man can be seen, for it was Cleon who proposed the first decree against Mytilene and the decree against Scione, and Alcibiades was the most vigorous supporter of the Melian decree. Often the people must have been carried away by anger and the eloquence of the speaker, only to repent afterward, as in the case of Mytilene. The humane character of the people is shown by Herodotus' story that they were moved to tears by an allusion to the fall of Miletus in a tragedy and fined the author for reminding them of their misfortune (vi. 21).⁴¹ But the fall of Miletus had been after all only a sin of omission. It is possible only to imagine the effect on the Athenians of Euripides' "Trojan Women," produced the spring after the destruction of Melos.

⁴⁰ It does not seem likely that the philolaconian Xenophon suppressed any facts detrimental to Athens.

⁴¹ The Athenians failed to aid Miletus against the Persians.

How are ye blind
Ye treaders down of cities, ye that cast
Temples to desolation and lay waste
Tombs, the untrodden sanctuaries where lie
The ancient dead, yourselves so soon to die.⁴²

What the Athenians felt after the battle of Aegospotami, at least, Xenophon tells us (*Hell.* ii. 2, 3). After this complete disaster, when the Athenians had lost all hope, they pictured the evils which they were about to suffer, the life of which they themselves had inflicted on the men of Melos or on the men of Histaea, or Scione, Torone, the Aeginetans and many another Hellenic city. The list of deeds that, according to Xenophon, weighed upon the consciences of the Athenians is instructive: the deportation of the Histaeans and the Aeginetans and the destruction of Melos, Scione, and Torone.

This is also, it is interesting to note, the list of Athenian atrocities given by Thucydides and Isocrates. For the point of view presented in the history of Thucydides one turns naturally to the speeches, and especially to those of the Mytilenean debate and the Melian conference. Cleon in defending the Mytilenean decree uses very plain language. He accuses the people of weakness and of forgetting that their empire is a tyranny and that Athenian superiority is secured by might and not by loyalty. Mytilene has deserved its fate and its punishment will be a warning to others, but in any case the Athenians must punish in accordance with their interests or give up their empire. Diodotus in answer waives the question of the guilt of the Mytileneans and the justice of their punishment and deals only with the question of expediency. The question is not one of justice but of how to make the Mytileneans useful to Athens, and it is not to the interest of Athens to receive a ruined town from which revenue cannot be drawn or to alienate the democratic party in other cities (iii. 37-48). These speeches do not throw much light on Thucydides' own opinion of the decree. His attitude toward Cleon seems to indicate that he does not approve

⁴² Gilbert Murray's Translation.

of his sentiments but it may be asked whether he regards the whole question, as Diodotus does, as a mere matter of expediency. In this case it is possible to judge his view better from the *erga* than the *logoi* for the whole story of Mytilene is told in a manner not only dramatic but sympathetic with the Mytileneans. The picture of the haste with which the men of the second galley rowed and in particular the statement that the men in the first galley did not hurry upon so monstrous an errand shows what Thucydides thought of the decree which, as he says, condemned a whole city instead of only those guilty.

The Melian conference is even more puzzling. The words of the Athenians are remarkable for the frank brutality of their claim that might makes right.⁴³ They urge that the question of right be waived entirely since they both know equally that in ordinary life justice is only regarded between equals in power, while the strong do what they can and the weak yield. Again, they say, "We hold the customary beliefs about the gods and we know for a certainty that men by an inevitable law of their nature dominate when they can. We did not promulgate this law nor were we the first to profit by it. We found it in operation and shall leave it for all futurity."⁴⁴ In reading this dialogue one wonders why Thucydides put such brutal and cold-blooded arguments in the mouths of the Athenians. He is criticized by Dionysius of Halicarnassus on the ground that such statements would be more fitting on the lips of a Persian monarch than on those of the Athenians. It has been suggested that this shows Thucydides' personal resentment against the Athenians because of his banishment, but the rest of his history does not support this conclusion. Cornford's⁴⁵ attempt to show that Thucydides wished his readers to think the Melian decree an act of madness on the part of the Athenians, for which they were punished by the Sicilian disaster, is not convincing because Thucydides does not show that he considered the

⁴³ Thuc. v. 85-113.

⁴⁴ Shorey, "Implicit Ethics and Psychology of Thucydides," *Trans. Amer. Phil. Assn.*, XXIV, 65.

⁴⁵ *Thucydides mythistoricus*, pp. 174 ff.

Syracusan disaster the result of madness or in any way a punishment.⁴⁶ Thucydides is here, as always, keeping strictly to his function as historian, allowing his readers to draw the moral as they choose.

Thucydides for the most part, then, does not deviate from his task of relating what has happened and hence tells of the cruellest deeds without a word of condemnation, since his purpose is not to preach but to inform. It is only by an occasional phrase that he allows us to see his own view.

Xenophon, on the other hand, is always ready to point a moral. For instance, he says that the Lacedaemonians who had pledged themselves by oath to leave the states independent had laid violent hands on the Acropolis of Thebes, and were eventually punished by the victims of that iniquity single-handed.⁴⁷

In the speeches of Isocrates the point of view changes according to his purpose. In his eighth oration in which he is urging Athens to make peace with the world and abandon her despotic control of the sea, he argues that peace is more useful and more profitable than war and aggressiveness, and justice than injustice (26). Again, he makes the statement that it is contrary to justice that the stronger should rule. The Athenians allow themselves to be reproached on the ground that they oppress the Hellenes and exact tribute. But in contrast to this vigorous attack on Athenian policy he defends the Athenians on these very points in two other speeches, the *Panegyricus* (iv), a defense of Athens to prove that she deserved an equal place with Sparta in directing the affairs of the Greek world, and the *Panathenaicus* (xii), a eulogy of Athens and her services to Hellas. In both these speeches he answers the accusations against Athens which are, in the main, her treatment of her allies in forcing them to come to her tribunals and to pay tribute, and especially the sufferings of the Melians, Scionians, and Toronians. Isocrates

⁴⁶ In ii. 65 he gives as the reason for the disaster the failure of the people to support the expedition later, while in vi. 1 he implies that their ignorance of the greatness of their task helped to bring about the failure of their attempt.

⁴⁷ Xen. *Hell.* v. 4. 1.

does not attempt to deny these charges but uses the *Tu quoque* argument to Sparta. Sparta's treatment of subject cities has been worse than that of Athens; Sparta has laid waste large and flourishing cities; the Athenians were within their rights in punishing revolting colonies. The weakness of his defense is clear. The *Tu quoque* argument is never convincing; the fact that the cities which suffered from the Athenians were smaller than those suffering from the Spartans is not a sound proof of Athens' moderation. Neither was Melos, as were Torone and Scione, a revolting colony.

Plato's attitude toward atrocities in warfare is best expressed in the famous passage of the *Republic* (469). He declares that in warfare between Greeks there should be no destruction of land or burning of houses but simply the destruction of the yearly crop; the dead should not be despoiled of anything except their arms, and the dead must be given up for burial; and especially no Greek city should enslave another Greek city.⁴⁸

It may be argued that Plato is in advance of his time and does not reflect contemporary public opinion. While that may be true, there are indications that this attitude was not unknown among the people. For instance, Callicratides, after capturing Methymna by storm, collected the Greek prisoners in the market-place and declared that while he was general no Greek should be sold into slavery. Unfortunately for his consistency, in the next sentence Xenophon says that he let all the other Greeks go free but sold the Athenian garrison.⁴⁹ Still the very fact that he spared all but those most guilty seems to indicate that public opinion against the enslavement of fellow-Greeks did exist at that time.

Then, too, early in the history of Greece the Amphictyonic Council, the first League of Nations, as far as we know, though formed for religious purposes, made perhaps the first organized attempt to ameliorate conditions of warfare. Its members bound themselves by oath not to destroy utterly any town

⁴⁸ Cf. *Laws* 628 and Polybius 23. 15.

⁴⁹ *Hell.* i. 6. 14.

that was a member of the league nor to cut it off from running water. In addition, the Delphic oracle exercised a wholesome influence whether in the penalty assigned for excesses that had been committed or in acting as arbitrator in disputes.⁵⁰

In conclusion, then, it may be said that the Greeks in the days before Christianity and international law show, on the whole, such remarkable enlightenment and humanity that the statement, "The moral ideas of the Prussians have been no more un-Christian than they have been un-Hellenic"⁵¹ may well be justified.

⁵⁰ Herod. v. 114. Thuc. i. 28.

⁵¹ Mrs. Allinson, *op. cit.* See p. 1, n. 1.

ELECTRICAL INDUCTION IN CHEMICAL REACTION*

LULA GAINES WINSTON

The object of this paper is to call attention to certain neglected aspects of chemical reaction, particularly the role which electrostatic induction may play. I mean, of course, by electrostatic induction the electrical attractions and repulsions of unlike and like charges, respectively. From the time of Berzelius, electrochemical theories have been advanced to explain chemical reaction, but in none of these is electrostatic induction properly taken into account.

This is difficult to explain, since the conditions demanded by the theories are just those which would give rise to inductive action. There are present ions carrying electrical charges, neutral undissociated molecules, and a nonconducting medium.

Sir J. J. Thomson's conception of the atom will be adopted in this discussion. According to him the atom consists of a sphere of positive electricity, through which are distributed the negative electrons. The whole is in a state of dynamical equilibrium.

An electron is either a small particle of matter carrying a unit negative charge of electricity, or simply a unit negative charge of electricity. We know practically nothing about the nature of positive electricity.

An atom that has lost an electron is electropositive.

An atom that has gained an electron is electronegative.

Chemical reactions are fundamentally connected with losses or gains in electrons.

With these ideas in mind, let us turn first to the consideration of one of the most characteristic reactions of carbon—the power to form homologous compounds.

Inorganic compounds are, in general, strongly dissociated. Here, chemical action is almost entirely ionic, and induction plays little or no part.

* Reprinted by permission from the *Journal of the American Chemical Society*, June, 1911.

Organic compounds, on the other hand, are weakly dissociated. Therefore, in solution we have only a few ions and a large number of undissociated molecules present.

Homology is effected by the substitution of a radical for a hydrogen atom. Objection has been made to some electrochemical theories in that in the formation of compounds, such as ethane, either two similar groups (CH_3) having like charges must unite, or of necessity one methyl group must act positively and the other negatively. By means of the conception of the role played by induction this objection is, at least to some extent, removed.

In ordinary electrostatic induction in a conductor, the following takes place. When a body charged, say positively, is brought near to a neutral body from which it is separated by a nonconducting medium, the electricities in the neutral body become separated. The negative is drawn nearest to the positive inducing body, while the positive is repelled. If, while the inducing body is still near, the repelled positive charge is removed, the once neutral body is left negatively charged.

Similarly, when positive methyl ions are brought into the presence of methane (or one of its substitution products in which one hydrogen atom has been replaced), ethane would be formed. The positive methyl group, approaching the neutral molecule of methane but separated from it by a nonconducting medium, would cause the electricities in the neutral molecule to separate.

We must, however, not think of the electricity as separating sharply into positive and negative—the positive of all the atoms accumulating in one-half of the molecule and the negative in the other. With Thomson's conception of the atom still in mind, we must think of the individual atoms within the molecule. The electrons within the atom, under the influence of the inducing body, still retain their same relative positions.

The inducing body merely draws nearer to itself the center

of gravity of the negative electrons of each atom, repelling likewise the center of gravity of the positively charged part of each.

The inducing body, in drawing nearer to itself the electrons, draws one electron out of a hydrogen atom. Thus, one part of the molecule CH_4 gains an electron, becoming electronegative, and the hydrogen, losing an electron, becomes electropositive; the hydrogen, being positive, is repelled by the positive inducing body. The electrons, previously in a state of equilibrium, are now no longer in equilibrium. The repelled hydrogen ion will escape, if possible, and leave the molecule of methane (minus a hydrogen atom) charged negatively. The positive methyl group (the inducing body), being near, is attracted and finally drawn into the molecule.

In ordinary electrostatic induction, contact with a neutral body is necessary to remove the repelled charge, but here it is not necessary, since rapid motion of the molecule may cause its escape.

It is evident that in this way entire homologous series of carbon compounds could be built up.

Since the positive charge has never been found detached from a mass less than a hydrogen atom, and since we do not know fractions of atoms, in inductive action substitution will take place only when a charge equivalent to that of a hydrogen atom has been repelled from the neutral molecule.

Suppose, however, the inducing body has not power sufficient to expel a charge equivalent to that of a hydrogen ion, substitution cannot take place, but there will still be effects due to induction.

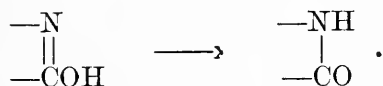
Suppose, for example, a molecule is so constituted that no hydrogen ion, or its equivalent, is free to escape from the molecule, but the only constituent free to move is an electron. While substitution does not take place, a state of strain would be set up; there would be a weakening or breaking of bonds due to the redistribution of atoms, necessitated by induction. Or, we may consider that there is a redistribution of atoms

caused by the breaking of bonds. This might explain the tautomeric behavior of certain chemical compounds. Using the *enol-ketone* illustration,



inductive action, causing a rearrangement of the atoms within the molecule and the expulsion of an electron, might produce strain enough to break the double bond joining the two carbon atoms.

We see, on examination, that the rearrangement of the atoms is just such as would take place in the distribution of the two kinds of electricity in a neutral body by induction. The positive hydrogens all go to one carbon, while the negative oxygen remains attached to the other carbon. We find the same condition in the *lactime* form of tautomerism,



The objection urged against the Berzelius electrochemical theory applies also to inductive action, viz., that hydrogen atoms are replaced by negative atoms. It is, however, well known that Sir J. J. Thomson, by brilliant experimental work, has overthrown this objection. We must, therefore, think of positively charged chlorine and negatively charged chlorine, positive methyl and negative methyl, etc. We can readily see that the effect produced in the molecule by a positively charged methyl group, acting as the inducing body, would be entirely different from that produced by a negatively charged methyl group.

The resultant molecule could be represented by the same chemical formula, but it is evident that the *arrangement* of atoms in the two would be different, giving rise to isomeric forms.

When we consider the close connection between isomerism, polarized light and electricity, knowing as we do that rotation of the beam of polarized light is dependent in some way upon a strain in the ether in the interior of the molecule, inductive action seems to be a condition under which such a strain, and, consequently, the rotation of the beam of polarized light, might be produced.

Isomeric forms can, of course, be produced in other ways. For example, compounds formed by any of the following methods could have the same formulæ.

- (1) Polymerization of radicals having different charges.
- (2) Interchange of ions, as in ordinary inorganic reactions.
- (3) Substitution by means of inductive action.

Thus far we have dealt with saturated compounds. How do unsaturated differ from saturated compounds in their method of formation?

Suppose a body, *A*, charged with positive electricity, is separated by a nonconducting medium from a neutral body, *B*. The electricities in *B* become separated. If, while *A*, the charged body, is still present, the repelled charge in *B* is removed by contact or motion, *B* is left negatively charged. If *A* is near it may be drawn into *B* and *B* becomes neutral again. This happens in the case of saturated compounds.

If, on the other hand, *A*, the charged body, is too heavy or at too great a distance to be drawn into *B*, or if it moves away before it can be drawn into *B*, then *B* will remain a charged body, i. e., it becomes an unsaturated compound, and it will be able to form additional products; and this is characteristic of unsaturated compounds. These unsaturated molecules combining would also give rise to polymers.

The idea of induction seems to account for the variable valances of some of the elements, as will now be seen. Some elements, we have reason to believe, lose electrons more readily than others. These elements, having formed compounds, like other elements would be peculiarly sensitive

to the inductive action of a charged ion. Electrons would be easily repelled from them, and they would again become capable of attaching other elements to themselves.

There is a limit, of course, to the number of electrons that could be repelled, since the loss of an electron would leave the molecule more strongly positive, which would tend to keep more electrons from escaping.

If this suggestion is true, the tendency to manifest different valances would be shown chiefly by the more electronegative elements, by those having a large atomic weight, and by those having small atomic volume. The reasons for the above are quite obvious. An electronegative element would be more likely to repel the negative electron. A large atomic weight probably means a large number of electrons, and the larger the number the more easily would some be lost. These conditions are quite strikingly illustrated in the elements manifesting different valances, such as chlorine, phosphorous, iodine, nitrogen, sulphur, oxygen, etc. In the curve produced by plotting atomic volumes as ordinates against atomic weights as abscissæ, the very lowest points on the curve, those representing the smallest atomic volumes, are occupied by carbon, manganese, cobalt, nickel, copper, iron, and chromium. This seems quite significant in the light of the explanation just given.

Let us now apply this idea to catalysis.

The function of a catalysis may be:

(1) To remove the repelled electricity, where the removal is essential to the electrification of the molecule, and consequent drawing into itself of the radical or ion. A third body may be necessary here, as in the case of ordinary electrostatic induction, on account of the small velocity of the molecule.

(2) The catalyzer may serve to ionize one of the reagents and thus make the reaction continuous, which, for lack of ions, had been impossible.

(3) The catalyzer, dissociating, may by its charge help to draw the repelled charge (which cannot escape of itself) out

of the molecule. It may render some bond easier to be broken, and thus make possible an entrance of an atom or group otherwise impossible.

(4) The charged body may not be near enough to the neutral body to bring about induction and, consequently, some carrier may be necessary.

(5) The charged body may be too heavy to be drawn into the neutral body without a carrier.

(6) The catalyzer may serve to break up an equilibrium which otherwise would exist.

(7) The catalyzer may tend to keep the undissociated molecule from dissociating.

The reaction may not be possible from mere union of differently charged ions—but entirely dependent on induction. In such case the molecule must be kept undissociated and neutral.

The fact that the conditions best suited to induction belong to organic chemistry, together with the fact that so many of the characteristics of organic compounds can be explained by the above suggestions, would seem to indicate that it is worthy of consideration.

It is true that difficulties arise in the application of induction to chemical reaction, but it undoubtedly helps to explain many things hitherto unexplained.

The foregoing presents but a bare outline of the part played by induction in chemical reaction.

Many other chemical phenomena can probably be explained by it. Among these are *steric hindrance*, and the fact that conductivity is not a true measure of dissociation in concentrated solutions, but a more detailed consideration of the subject will be given later.

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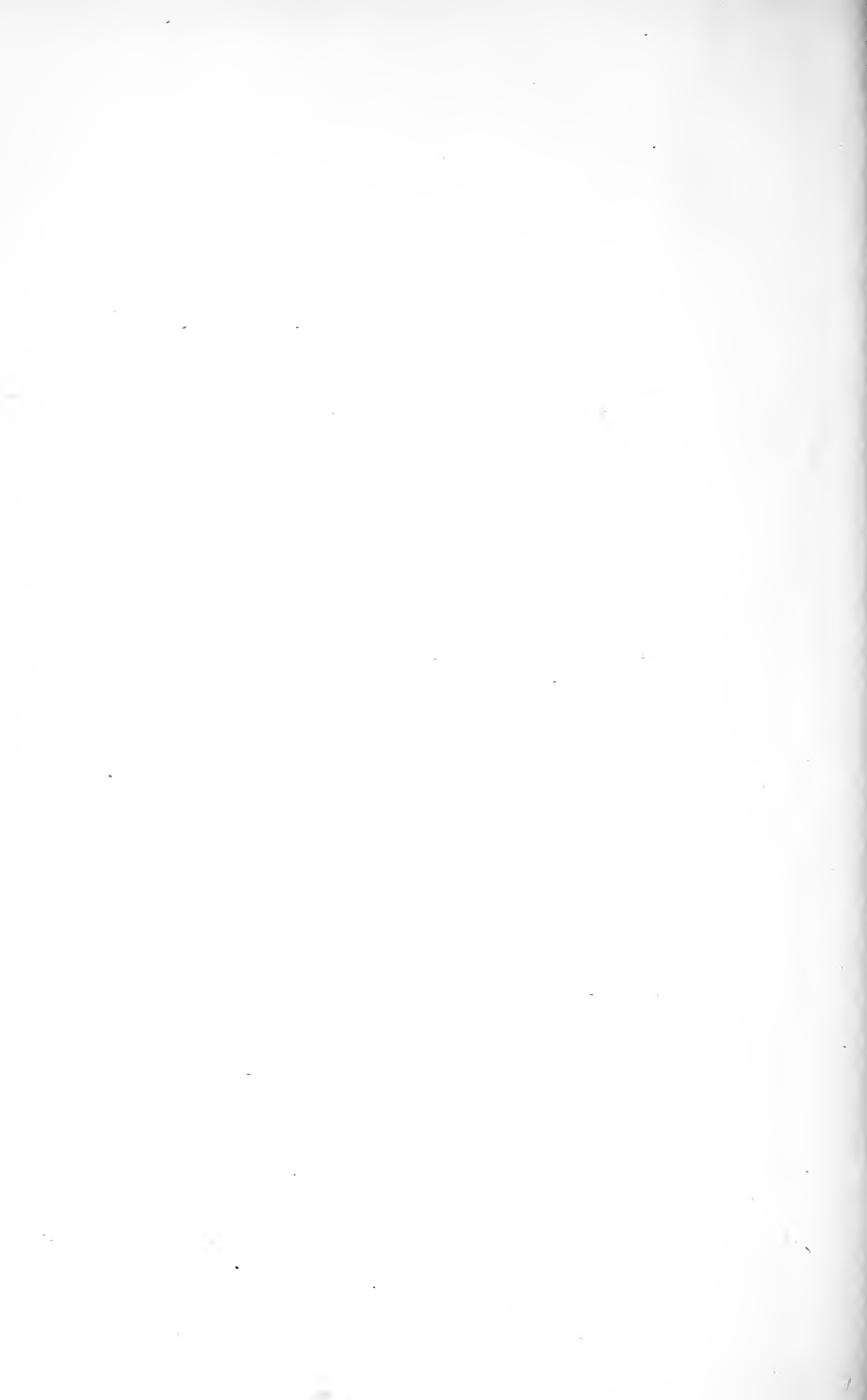
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REQUIREMENTS FOR THE A.B. DEGREE IN MEREDITH COLLEGE 1919-1920 CATALOGUE

BY EDWIN MCKOY HIGHSMITH

The following comparative study of the requirements for the A.B. degree in MEREDITH COLLEGE, while intended primarily for the friends and patrons of the College, raises several important problems in reference to the higher education of women in the United States. There is no attempt made to suggest any very definite solution of these problems. The hope is that their presentation may serve to stir up some measure of discussion and thought on the part of many who are progressively interested in the constructive development of such institutions.

Any definite study of college graduation requirements implies consideration of the problem from at least two angles:

- a. Entrance requirements
- b. Completion requirements.

Hence, there will be two main divisions to the present discussion. First then—

ENTRANCE REQUIREMENTS

“For full admission to the freshman class a candidate must offer fifteen units¹ of work. . . . Every candidate for the A.B. degree must offer:

English	3	units	
Latin	4	units	
or			
Latin	3	units	} 5 units
and			
French or German or Spanish.....	2	units	

¹For Meredith College requirements the high school *unit* of work is taken as meaning four one-hour or five 45-minute recitations per week for a full high school year.

Mathematics	{ Algebra .....1.5 units	} 2.5 units
	{ Geometry .....1 unit	
Elective.....	4.5 or 5.5 units	
Total.....	15 units	

The Electives must be taken from the following subjects: Agriculture, Bible, Commercial Geography, Cooking, History, Languages, Mathematics, Science, Vegetable Gardening.”²

In a recent bulletin of the Bureau of Education on “Requirements for the Bachelor’s Degree”³ it is shown that of fifty State institutions in the United States offering the A.B. degree

15	require	14	entrance units
2	require	14.5	entrance units
30	require	15	entrance units
3	require	16	entrance units

and of 52 endowed institutions

4	require	14	entrance units
13	require	14.5	entrance units
27	require	15	entrance units
2	require	16	entrance units
2	require	16.5	entrance units
1	requires	17	entrance units
1	requires	18.5	entrance units
1	requires	19.5	entrance units
1	requires	20	entrance units

In the light of the data set forth above, MEREDITH COLLEGE is following the mode of practice in requiring 15 units for entrance, being in line with considerably more than 50 per cent of the best institutions in the country for both men and women. The following typical women’s colleges selected at random also require 15 units for entrance: Agnes Scott, Bessie Tift, Brenau, Goucher, Randolph-Macon, Smith, Sophie Newcomb, Vassar, Wesleyan and Westhampton.⁴

² cf. Meredith College 1919-1920 catalogue, p. 32.

³ Bulletin No. 7, 1920, p. 57.

⁴ cf. the 1919-1920 catalogues of these colleges.

MEREDITH COLLEGE prescribes 9.5 or 10.5 of the 15 units necessary for entrance. The typical State University in the United States prescribes from 9 to 11 of its required entrance units; while the typical endowed college prescribes from 9 to 12.5 of its entrance units.⁵ The current catalogues of the control group of women's colleges previously mentioned, show them prescribing entrance units as shown in:

TABLE 1

Goucher prescribes 3 of its.....	15
Brenau prescribes 8 or 9 of its.....	15
Bessie Tift prescribes 9 of its.....	15
Randolph-Macon prescribes 9.5 of its.....	15
Smith prescribes 10 or 11 of its.....	15
Sophie Newcomb prescribes 10.5 or 11.5 of its..	15
Westhampton prescribes 11.5 of its.....	15
Agnes Scott prescribes 11 or 12 of its.....	15
Wesleyan prescribes 12.5 or 13 of its.....	15
Vassar prescribes 13 of its.....	15

Thus it is clear that while MEREDITH COLLEGE is at present in line with the typical practice in prescribing 65 to 70 per cent of its entrance units, there is ample precedent for cutting down or adding to the number of prescribed units, as local conditions may justify or demand. However, the fact that the general tendency for any change of policy on this matter is towards lowering the number of rigidly prescribed units should be given due weight in planning for any changes from the present entrance requirements. The College should continue requiring 15 units for entrance.

The prescribed entrance units at present include three subjects: English, Mathematics, and Language (including Latin). The *Bureau of Education Bulletin* previously cited,

⁵ cf. Bur. Ed. Bul., op. cit., table 12, p. 43 ff.

shows⁶ 98 colleges and universities of the United States prescribing entrance units as follows:

TABLE 2
(For the A.B. Degree)

<i>State Institutions</i>	<i>Endowed Institutions</i>
5 prescribe 2 subjects	2 prescribe 1 subject
6 prescribe 3 subjects	0 prescribe 2 subjects
17 prescribe 4 subjects	16 prescribe 3 subjects
20 prescribe 5 subjects	19 prescribe 4 subjects
1 prescribes 6 subjects	12 prescribe 5 subjects

Of the control group of ten women's colleges

1 prescribes 1 subject
3 prescribe 3 subjects
5 prescribe 4 subjects
1 prescribes 5 subjects

Further reference to the *Bureau of Education Bulletin* cited shows⁷ the entrance subjects most frequently prescribed for A.B. degree candidates to be:

1. English, with 3 units usually prescribed.
2. Mathematics, with 2 or 2.5 units prescribed.
3. Language,⁸ with 3 or 4 units prescribed.
4. Social Science, with 1 unit prescribed.
5. Science, with 1 unit prescribed.

TABLE 3

100 per cent of the institutions studied prescribe English units.
98 per cent of the institutions studied prescribe Mathematics units.
89 per cent of the institutions studied prescribe Language units.
73 per cent of the institutions studied prescribe Social Science units.
39 per cent of the institutions studied prescribed Science units.

⁶ p. 62 ff.

⁷ cf. p. 21 ff.

⁸ 86 per cent of the State institutions studied prescribe foreign language entrance units, and 92 per cent of the endowed schools prescribe them. Fourteen of the 49 State institutions and 26 of the 50 endowed institutions specify ancient language, (Latin or Greek) singly or in combination with foreign language. Latin alone is a requirement in 9 schools. Greek is required or optional with Latin in 23 schools.

For the group of ten women's colleges being considered the subjects most frequently prescribed for entrance give the following table:

TABLE 4

10 prescribe English	3 units
9 prescribe Mathematics	2-3 units
8 prescribe Language	2-6 units

(With 4 of these 8 specifying Latin and with 2 others specifying Latin or Greek.)

6 prescribe Social Science	1-2 units
2 prescribe Science	1-3 units

From these facts it is clear that on the basis of current practice MEREDITH COLLEGE is safe in prescribing for its A.B. candidates 9.5 or 10.5 entrance units in English, Mathematics and Language. Whether or not the College should continue prescribing Latin as all or part of its language entrance requirement would seem to be an open question, depending purely on current, local conditions.

In the matter of elective entrance units the *Bureau of Education Bulletin* cited shows⁹ that the practice over the country varies considerably as between free electives and group electives with 78 of 101 leading institutions allowing free electives within the limits of certain subjects designated as acceptable for satisfying entrance requirements. Some institutions group their semi-elective entrance units so as to force concentration of credits in some one or more of the prescribed subjects; while others limit their electives in such a way as to force entering students to show credits in other than the prescribed subjects.¹⁰

The college list of accepted entrance subjects has greatly increased, due partly to secondary school influences and

⁹ p. 69 ff.

¹⁰ Two institutions, Bryn Mawr College and Catholic University, prescribe all their A.B. entrance units.

partly to college curricula themselves. American colleges and universities tend to list from 25 to 50 acceptable entrance units. The University of Pennsylvania lists 49 separate preparatory studies acceptable for entrance credit. In general, there is a tendency for colleges to set out different entrance requirements for the several degree curricula offered.

From what has been said of the MEREDITH COLLEGE entrance requirements it is evident that the college is conservatively in line with the main tendencies set forth above.

The following characteristics of entrance requirements are summarized from pages 71-76 of the *Bureau of Education Bulletin* cited:

Twenty-seven of the 101 institutions studied have elective entrance groups for the A.B. degree. In these instances the subjects offered for entrance depend on the candidate's election of a given core group of college studies leading to the degree. MEREDITH COLLEGE has one group of required entrance subjects for the A.B. degree.

Thirty-three out of the 101 institutions studied fix a minimum age limit for entrance. MEREDITH COLLEGE does not.

Fifty-two of the 101 require written evidence of the entrant's good moral character. MEREDITH COLLEGE does not print this requirement in the catalogue, but covers it fully in the application blank for admission.

"Four state and six endowed schools make definite prescriptions respecting the physical fitness of the candidate for entrance. The endowed schools include four women's colleges—Goucher, Smith, Wells, and Wellesley." MEREDITH COLLEGE does not have this requirement.

Some prominent institutions in the country are supplementing the ordinary entrance requirements to be met by examination or certificate with standardized, or partially standardized, tests in subject-matter and intelligence. It is

not too much to expect that the time may come when this will be a leading method of selecting candidates for college entrance.

METHOD OF ENTRANCE

One hundred of the 101 colleges studied admit on entrance examinations at the college. Forty-six accept the C.E.E.B. examinations; 21, the New York State Board of Regents Examinations; 96, certificates of accredited secondary schools. Thirteen institutions have adopted the certification and comprehensive examination plan. MEREDITH COLLEGE admits on examination or accredited secondary school certificate.

Conditioned entrance.—Thirteen state and 26 endowed schools make no statement on this point. Eight state and 5 endowed schools admit students with conditions without specifying the number of conditioned units allowed.

7 State and 9 endowed schools allow 1 unit conditioned	
25 State and 5 endowed schools allow 2 units conditioned	
2 endowed schools allow.....	2.5 units conditioned
1 endowed school allows.....	3 units conditioned
1 endowed school (Bryn-Mawr, 20-5)	
allows	5 units conditioned

MEREDITH COLLEGE allows 2 units conditioned.

This is in harmony with the practice in the ten women's colleges used for comparison earlier in this bulletin. Six of them allow conditioned 2 units, two allow 3, one allows 1, and one allows none.

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It seems not out of place at this point to insert a paragraph showing the growing tendency in the United States to limit the cultural first degree to the A.B. only. After a detailed statement of current practice in this regard, in the *Bureau of Education Bulletin*, No. 7, 1920, on "Requirements for the Bachelor's Degree," we read on pages 79-80: "The following

summary shows the number of institutions of our list, both State and Endowed, which limit the cultural first degrees to the following types:

	<i>State</i>	<i>Endowed</i>
A.B. only	26	22
B.S. only	2	0
A.B. and B.S. only	18	20
A.B. and Ph.B. only.....	2	0
A.B., B.S., and Ph.B. only....	1	5
A.B., B.S., and Litt.B. only ...	1	1
A.B., B.S., Ph.B. and L.H.B....	0	1

"From the foregoing tables it is apparent that over one-half of the State schools, and nearly the same proportion of endowed schools, grant only one cultural degree. The number of the schools granting the A.B. and B.S. degrees is not quite so large as that of the previous group. Relatively few institutions grant more than two cultural degrees.

"An examination of the catalogues from the years 1885 to 1890 of the schools granting the A.B. only shows that many of these granted from 2 to 4 cultural degrees."

Thus it would appear that for the future MEREDITH COLLEGE should not increase the number of degrees offered, but rather, if changes are made, develop along the line of allowing more ways of securing the degrees now offered—A.B. and B.S. This policy would lead naturally to greater range and freedom in the subjects presented for entrance, conditioned upon the type of curriculum the candidate elected to pursue for the degree.

COMPLETION REQUIREMENTS

In dealing with the completion requirements for the A.B. degree from MEREDITH COLLEGE, comparison will be made with three sets of data: The findings in the *Bureau of Education Bulletin* already referred to, together with those developed in a study on "Requirements for the A.B. degree in Representative American Universities and Colleges," by J. A. Humphreys, published in *School and Society*, October

9, 1920, and the current practice in the ten women's colleges whose entrance requirements were used for comparative purposes.

MEREDITH COLLEGE prescribes for the A.B. degree (1919-1920 Catalogue), the following academic credits:

English ¹¹	.....	14 semester hours
Language	{ Latin—6	} 12 semester hours
	{ Modern Language—6. }	
Science	{ Biology—6	} 12 semester hours
	{ Chemistry—6	
Mathematics	.....	8 semester hours
History	.....	6 semester hours
Ethics or Sociology	.....	3 semester hours
Psychology	.....	3 semester hours
Elective major with related minor	..	30 semester hours
Free electives ¹¹	.....	32 semester hours
Total.....		120 semester hours

In the matter of total number of college semester hours required for graduation the *Bureau of Education Bulletin* shows (pp. 155 and 170) the following figures:

TABLE 5

(Total Requirements—Summary)

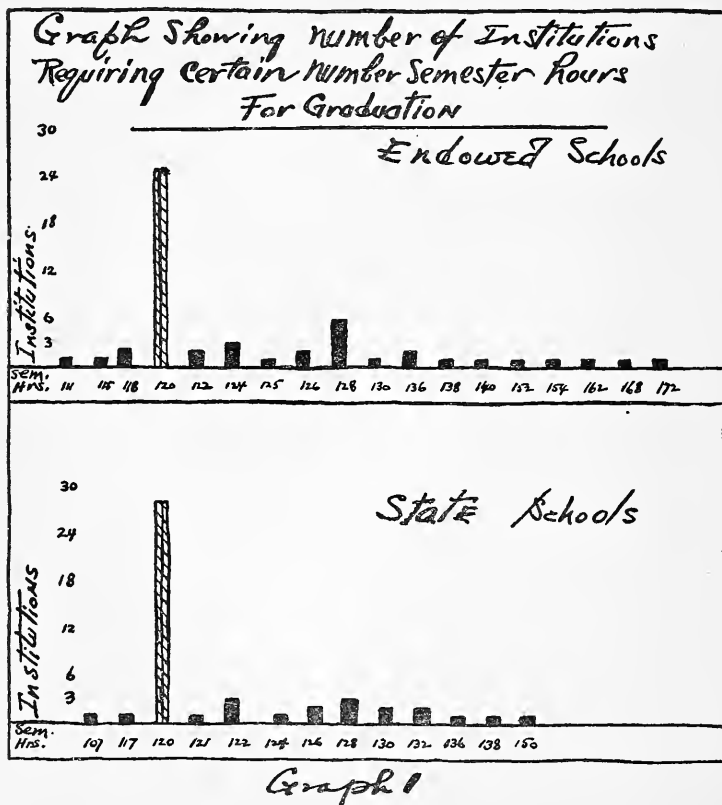
<i>A.B. (State)</i>	<i>A.B. (Endowed)</i>
1 requires 107 semester hours	1 requires 111 semester hours
1 requires 117 semester hours	1 requires 115 semester hours
28 require 120 semester hours	2 require 118 semester hours
1 requires 121 semester hours	25 require 120 semester hours
3 require 122 semester hours	2 require 122 semester hours
1 requires 124 semester hours	3 require 124 semester hours
2 require 126 semester hours	1 requires 125 semester hours
3 require 128 semester hours	2 require 126 semester hours
2 require 130 semester hours	6 require 128 semester hours
2 require 132 semester hours	1 requires 130 semester hours

¹¹ The requirement in English for 1921-1922 is cut down to 12 semester hours, thus leaving 34 semester hours free electives.

TABLE 5—Continued
(Total Requirements—Summary)

A.B. (State)	A.B. (Endowed)
1 requires 136 semester hours	2 require 136 semester hours
1 requires 138 semester hours	1 requires 138 semester hours
1 requires 150 semester hours	1 requires 140 semester hours
	1 requires 152, 154, 162, 168, 172 semester hours
Average No. sem. hrs., 122.75	Average No. sem. hrs., 126.62

The main tendency which these figures reveal comes out strongly in the following graph:



It is evident that 120 semester hours is the figure around which graduation requirements for the A.B. degree center. Leaving out of the count the seven extreme cases that are clearly out of all possible harmony with present tendencies, we have an average deviation from this central tendency of 120 hours of only 3 hours among state schools, 3.7 hours among endowed schools, or 3.4 hours for the entire group under consideration.

Humphreys finds from his study of eighty-eight representative colleges and universities in the United States¹² that the average number of hours required for the A.B. degree is 121.¹³

The group of women's colleges cited earlier shows one of the ten requiring 116 semester hours for the A.B. degree, one requiring 124, and eight requiring 120.

Thus it seems from our data that MEREDITH COLLEGE should not require less than 120 nor more than 128 college semester hours for graduation with the A.B. degree.

The subjects most often prescribed for the A.B. degree in American colleges and universities are shown with their frequencies in the following table:¹⁴

<i>Subjects</i>	<i>Number Institutions Prescribing</i>	
	<i>State, 49.</i>	<i>Endowed, 50.</i>
English	48	47
Language ¹⁵	43	46
Science	32	33
Mathematics	20	32
Social Science	27	21
Philosophy and Psychology..	9	21
Bible or Religion.....	1	16
Hygiene	1	6

¹² cf. op. Cit. p. 320.

¹³ For critical readers it might be added that other data in this particular reference are in apparent conflict with this figure.

¹⁴ The data for this table are taken from p. 85 ff. of the Bureau of Education Bulletin.

¹⁵ Either an option of Latin or Greek, or Latin and Greek, is required for the A.B. degree in 13 of the 43 State schools and 25 of the 46 endowed schools. Latin and Greek, considered as a single subject, are not prescribed by any of the schools. Nine schools require Latin and a modern language for the A.B. degree, and 20 require ancient and foreign or modern language. Of the 38 schools in question, 13 are in the south and south central part of the United States, 18 are in the east and New England, and 7 in the west.

TABLE 6—Continued

Subjects	Number Institutions Prescribing	
	State, 49.	Endowed, 50.
Public Speaking	1	4
Art	2	1
Education	1	1
Matriculation Lectures.....	2	0
Bibliography	0	1
Drafting	1	0

Humphreys¹⁶ finds the most frequently prescribed subjects in the eighty-eight institutions he studied to be as shown in the following table:

TABLE 7

English	with 100%	prescribing it
Language ¹⁷	with 92%	prescribing it
Social Science.....	with 57%	prescribing it
Natural Science	with 55%	prescribing it
Physical Education ¹⁸	with 41%	prescribing it
Mathematics	with 34%	prescribing it
Philosophy and Psychology...	with 25%	prescribing it
Bible and Bible Literature....	with 20%	prescribing it

For the ten women's colleges under comparison, all the prescribed subjects, with their frequencies, are shown in:

TABLE 8

English	with 10	prescribing it
Language	with 9	prescribing it
Social Science.....	with 9	prescribing it
Mathematics	with 7	prescribing it
Science	with 7	prescribing it
Philosophy or Psychology.....	with 5	prescribing it
Bible	with 4	prescribing it
Education	with 1	prescribing it

A summary of the data in the foregoing paragraphs shows the seven college subjects most frequently prescribed for the A.B. degree to be English, Language, Social Science, Science, Mathematics, Philosophy and Psychology, and Bible.¹⁹ In the

¹⁶ *op. cit.*, pp. 320-322.

¹⁷ Under language 27 per cent require ancient language—Latin or Greek—and 29 per cent prescribe modern foreign language. The requirement in foreign language is usually a floating one and leaves the choice between ancient and modern language to the student.

¹⁸ With credit.

¹⁹ Humphrey's figures place physical education above mathematics, psychology, and Bible, with 41 per cent of colleges prescribing it for college credit toward the A.B. degree.

next table the MEREDITH COLLEGE prescribed courses, with the number of semester hours required, are shown in comparison with the approximate percentage ranking of the subjects in the three investigations involved in this study.

TABLE 9

<i>Meredith Requirements: College A.B.</i>		<i>Bureau of Education Frequency</i>	<i>Humphreys' Frequency</i>	<i>Control Group Frequency</i>
English ²⁰	14	95%	100%	100%
Language	12	89%	92%	90%
Science	12	55%	55%	70%
Mathematics	8	52%	34%	70%
Social Science	6	48%	57%	90%
Philosophy and Psychology.....	6	30%	25%	50%
Bible	0	17%	20%	40%

Three comments are justified by the foregoing discussion:

a. MEREDITH COLLEGE seems to be following safe precedent in requiring credits in the six main subjects prescribed for the A.B. degree.

b. Humphreys' findings, based on 1918-1919 catalogues, raise the question whether MEREDITH COLLEGE should not prescribe certain physical education credit courses above the present 120 hours required for graduation.

c. Current practice other places suggest that possibly Bible Literature credits should be required for graduation.

These last observations bring up the question of how many subjects should be required for the A.B. degree. On this point the *Bureau of Education Bulletin*, quoted, shows (p. 177):

TABLE 10
(For the A.B. Degree)

<i>State Schools</i>	<i>Endowed Schools</i>
10 require 2 subjects	1 requires 1 subject
8 require 3 subjects	7 require 2 subjects
12 require 4 subjects	6 require 3 subjects
11 require 5 subjects	12 require 4 subjects
5 require 6 subjects	6 require 5 subjects
1 requires 7 subjects	19 require 6 subjects
2 require 8 subjects	3 require 7 subjects
	1 requires 8 subjects
	1 requires 9 subjects

²⁰ 1921-22 requirement will be 12 semester hours.

The average number of subjects, per school, in the ten women's colleges being used comparatively is 5.3. Thus it seems that from the standpoint of precedent the College should prescribe for the A.B. degree from 4 to 6 subjects, and not more. If it seems wise to extend the distribution beyond the rigidly prescribed credits, this can be accomplished in easy fashion through a system of group election, such as is now found in many colleges and universities.

The following tables show the main tendencies as to the number of semester hours required in each of the several most frequently prescribed subjects:

a. From *Bureau of Education Bulletin* data:

TABLE 11²¹

	State Schools			Endowed		
	Average	Median*	Middle* 50%	Average	Median*	Middle 50%
English	9.02	6	6-12	9.65	8	6-12
Language	15.19	12	10-18	20.66	18	12-24
Science	11.48	12	8-15	11.44	8	6-12
Mathematics	7.00	6	6-8	6.94	6	6-8
Social Science	10.55	12	6-12	12.14	6	6-14
Phil. and Psych.....	7.00	6	6-8	7.56	6	6-6
Bible .....	..	..	...	6.00	6	4-8

TABLE 12

Humphreys' study: averages only,²² and medians²³ for the ten women's colleges:

Subjects	Humphreys'	Medians
	Averages	for the Ten Colleges
English	9.00	12.00
Language	15.00	12.00
Science	9.50	12.00
Mathematics	6.80	6.00
Social Science	8.00	6.00
Philosophy and Psychology..	4.90 (shown separate)	6.00
Bible	5.8	7.00

²¹ The average, median, and middle 50 per cent are taken for those schools having the subject, in each case.

²² op. cit. p. 320.

²³ Practically 100 per cent agreement in most subjects, most of the 10 colleges prescribing the same number of hours.

* The median is the middle case in the distribution, when all schools are ranked from low to high. The middle 50 per cent is gotten by dropping the lowest and the highest 25 per cent in such a distribution.

Comparison of these tables with the prescribed work for the A.B. degree from MEREDITH COLLEGE shows MEREDITH as somewhat more liberal than most endowed colleges of the country as regards the number of hours required in Language and not so liberal as regards number of hours required in other subjects.

Naturally, the question of comparison of MEREDITH COLLEGE requirements with current practice in the matter of total number of semester hours prescribed comes up at this point. In view of the fact that the total number of hours required for graduation varies so very much, this particular comparison will mean more if made in terms of percentage than if left in hours. On this basis, MEREDITH COLLEGE, under the 1921-1922 catalogue, will prescribe 56 semester hours or 46.67 of its graduation requirements.²⁴

Among state institutions of higher learning in the United States²⁵ the one prescribing the smallest percentage of its A.B. graduation requirements is the University of Nebraska, 3.30 per cent, while the largest percentage is prescribed by the University of Virginia, 80 per cent. The main tendency is for the prescribed credits to total around 39 per cent. The average is 32 per cent.

Endowed institutions for the whole country show the following figures under the same headings: smallest per cent, 11.46; largest per cent, 84.20; central tendency, 38 per cent, average, 40 per cent.

The general average for both groups taken together is 36.4 per cent. Humphreys²⁶ finds this last figure to be 45.2 per cent. While the average number of hours prescribed by the ten women's colleges studied is 46.75 per cent of the total.

These figures indicate that MEREDITH COLLEGE, while having ample precedent for prescribing as many semester hours as it is doing, is not as liberal in this regard as most of the colleges of the country.

²⁴ The present requirement is 58 semester hours or 48.33 per cent.

²⁵ cf. Bur. of Ed. Bulletin, op. cit. table 142.

²⁶ cf. School and Society, op. cit. p. 329.

In addition to the rigidly prescribed hours, MEREDITH COLLEGE requires each candidate to take an elective major and minor in English, French, German, History, Latin, Mathematics, or Science.²⁷

Reference to the *Bureau of Education Bulletin* shows (pp. 133-136) 17 state and 11 endowed institutions as requiring an elective major for the A.B. degree; while "22 state and 25 endowed institutions have definite major and minor requirements for the A.B. degree." Thus, there are 39 of the 49 state and 36 of the 50 endowed institutions which prescribe the definite majors, or majors and minors, for the A.B. degree.

The major and minor, or the elective major, in MEREDITH COLLEGE requires 30 semester hours. The majors in the 17 state institutions range from 18 (Florida) to 36-48 (Maine), with median and mode of 24 and average of 25. The majors in the 11 endowed institutions range from 12 (Princeton) to 40-60 (Leland-Stanford), with median and mode of 18 and average of 23.2. The major-minor requirement ranges in semester hours from 18 (Mississippi) to 84 (Minnesota) in the 22 state institutions, with median of 40-42, and average of 41.82. For the 25 endowed institutions the range is from 12 (Smith)²⁸ to 72 (Earlham), with median and mode of 36, and average of 37.92. Combining the data for the four groups above gives a general average of 34 semester hours for this limited elective in all the schools prescribing it.

Humphreys shows²⁹ the average number of semester hours for the major-minor requirements in the 88 schools he studied to be 31.7. The data for the group of ten women's colleges studied comparatively show the average in semester hours for major-minor to be 34.2, with mode and median of 30 or 36, three cases each.

From all these facts it is clear that MEREDITH COLLEGE is near the central tendency of practice in the United States

²⁷ The 1921-1922 catalogue allows an elective major of 18 semester hours in Religious Education with related minor of 12 semester hours and a full elective major of 30 semester hours in Education.

²⁸ The 1920-1921 catalogue of Smith College prescribes a major of 24-30 semester hours.

²⁹ op. cit. p. 320.

in prescribing an elective major, or major-minor, of 30 semester hours as a requirement for the A.B. degree. The fact that the requirement in MEREDITH COLLEGE is markedly below the averages and medians for some groups has two primary explanations: (a) the fact that these groups contain several institutions rigidly prescribing fewer college hours than MEREDITH, and (b) the fact that these groups contain several institutions whose total graduation requirements run far in excess of 120 semester hours.

When considered in terms of percentage the major-minor requirement in MEREDITH amounts to 25 per cent of the total graduation requirement. The average for the major-minor requirements in state institutions is 32.5 per cent; and in endowed institutions, 29.6 per cent.

Humphreys found the average for his 88 institutions studied to be 25.5 per cent. The list of ten women's colleges being studied shows an average of 27.5 per cent.

Thus it is evident that MEREDITH COLLEGE is somewhat more liberal than most institutions of the country in the number of semester hours prescribed for the major-minor requirement.³⁰

The one remaining phase of the graduation requirements to be taken up is the question of free electives.³¹

MEREDITH COLLEGE allows at present 32 semester hours, or 26.67 per cent of its total graduation requirements, in free electives.

The average allowance of free electives in state institutions is approximately 35.5 per cent of the total graduation requirements; while for endowed institutions this percentage is approximately 30.5 per cent; and for all institutions combined, 33.

Humphreys gives this average as 31.4 per cent.

The list of ten women's colleges studied shows an average of 24 per cent.

³⁰ The discussion of major-minor requirements involves the whole problem of semi-electives. But the limits of this treatment do not permit its discussion further.

³¹ The 1921-1922 catalogue allows 34 hours, or 28.33 per cent of total graduation requirements, in free electives.

Thus, on a percentage basis, in the matter of free electives allowed, MEREDITH COLLEGE is not far from the average of practice for the country as a whole.³²

Since suggestions and tentative conclusions are given in connection with the detailed parts of the discussion, it is not felt advisable to make any connected summary of these by way of conclusion. The purpose of the bulletin is served if the main facts about MEREDITH COLLEGE requirements for the A.B. degree are clearly set out in comparative terms, in the light of current practice in representative institutions of higher learning in the United States.

In connection with the foregoing discussion it is interesting to know that certain institutions over the country allow *quantity credit* for *quality work*. MEREDITH COLLEGE at present does not do this. However, as will be shown presently, the College is taking definite steps to encourage high scholarship and extra good work among its students. The following statement taken from the *Bureau of Education Bulletin* on "Requirements for the Bachelor's Degree" shows the various means that many institutions are using to force or encourage high academic attainments on the part of their students:

"CREDIT FOR QUALITY"

"Eleven institutions of our list grant credit for quality of scholarship by increasing or decreasing the number of hours required for graduation, according to the number of scholarship points obtained. These institutions are Michigan, Missouri, New Mexico, Oklahoma, Beloit, Columbia, Dartmouth, Johns Hopkins, Swathmore, Vanderbilt, and Williams.

"Schemes for giving credit for quality.—The University of Missouri announces the following: Students making a grade of "E" will be allowed 30 per cent additional credit;

³² Meredith allows 34 semester hours, or 28.67 per cent of its graduation requirements, in free electives.

those making a grade of "S" will be allowed 15 per cent additional credit; those making a grade of "I" will have 15 per cent deducted from their credit.

"At the University of New Mexico the number of credit hours required for all diplomas and degrees conferred by the university is based upon average work which is designated M. For every 15 credit hours of D (superior) work, the amount required for graduation is diminished by two credit hours; for every 15 credit hours of G (good) work, the amount required for graduation is diminished by one credit hour; for every 15 credit hours of W (weak) work the amount required for graduation is increased by one credit hour.

"Beloit College uses the following plan :

AA, work of extraordinary quality, one credit for each hour completed; A, excellent work, eight-tenths of a credit for each hour; B, good work, five-tenths of a credit for each hour; C, fair work, two-tenths of a credit for each hour; F, failure, with privilege of reëxamination; FF, failure, without privilege of reëxamination. A plus or a minus accompanying a grade adds or subtracts one-tenth of a credit for each hour. Sixteen hours and four and one-half credits for the Freshman and Sophomore years. Fifteen hours and five credits for the Junior and Senior years.

"Johns Hopkins University states: A student may offer 119 "points" for graduation instead of 125; in case a student has an average of not less than 9 for the work of his third year, and has not received a mark as low as 7 for any of his courses since admission to the university, he need offer only 119 points for graduation.

"Other schemes designed to encourage a high quality of work are the following:

"Kentucky—120 hours and 120 points. A equals 3 points, B equals 2 points, C equals 1 point, D equals 0 point, E equals failure. Michigan—120 hours and 120 points. A equals 3 points, B equals 2 points, C equals 1 point, D equals 0 point, E equals 0 hours and 0 points.

"Oklahoma—124 hours and not less than 174 points. A or A minus equals 3 points, B or B minus equals 2 points, C equals 1 point, D equals 1 hour and 0 point.

"Minnesota—120 hours and 120 honor points. A equals 3 points, B equals 2 points, C equals 1 point.

"Swathmore—124 hours and 124 points. A equals 3 points, B equals 2 points, C equals 1 point, D equals 0 point, but is a pass.

"Vanderbilt—64 quantity hours and 60 quality hours. A equals 3 points, B equals 2 points, C equals 1 point, D equals 0 point.

"Dartmouth (1918)—122 semester hours and 220 points. A equals 4 points, B equals 3 points, C equals 2 points, D equals 1 point."

On page 49 of the 1920-1921 catalogue of Vassar College we read the following:

"The minimum requirement for the degree is as follows:

For the classes of 1921 and 1922, 120 hours and 222 credits; for the class of 1923 and following classes, 120 academic hours, 6 hours of Physical Education, and 222 credits. No student may be graduated whose ratio of credits to hours is less than 1.85. Before the Senior year a student whose ratio is 1.80 shall be regarded as having attained graduation grade. Physical Education is not included in the estimate of hours and credits for graduation grade. A credit is the valuation of each semestral hour of work according to the mark gained. Each semestral hour of 'a' work counts 5 credits, of 'b' work 3 credits, of 'c' work 2 credits, of 'd' work 1 credit."

Practically all institutions of higher learning in the United States now require certain minimum standards of academic work as prerequisite to any student representing the institution on any public occasion. MEREDITH COLLEGE has this regulation.

In addition to the list of colleges and universities with regular Phi Beta Kappa chapters, there are many institutions which have their own local scholarship honor society, without affiliation. MEREDITH COLLEGE has neither.

MEREDITH COLLEGE is this year initiating a Public Honor Roll for its students in all classes. The honor roll for the fall semester is read in chapel early in the spring semester; and the honor rolls for the spring semester and the year are also given public recognition. The honor rolls are made matters of permanent record in the College.

The requirements for the honor roll are as follows:

First Honor

Students having no grade below "B" and at least one "A."

Second Honor

Students having no grade below "C" and at least as many "A's" as "C's."

For the 1920-1921 fall semester the honor roll is as follows:

First Honor

	<i>Record</i>
Misses Baity, Annie Hall....	A-4 B
Caldwell, Mary Lee....	3 A-2 B
Crosby, Ina	3 A-2 B
Goldsmith, Ruth	2 A-4 B
Johnson, Mary Martin.	2 A-4 B
Kimsey, Elizabeth	4 A- B
Leonard, Gladys	A-5 B
Patton, Pauline	A-5 B
Penton, Lidle	3 A-2 B
Pierce, Ella	5 A- B
Uzzle, Annie	3 A-2 B

Second Honor

	<i>Record</i>
Misses Boyd, Esther	A-3 B-C
Brewer, Ann Eliza..	5 B
Fleming, Louise	5 B
Franklin, Lillian ...	A-2 B-C
Judd, Hilda Lane... 2	A-2 B-C
Lineberry, Ruth	A-3 B-C
McLean, Lavita 2	A-2 B-C
Norman, Mattie	
Macon	A-2 B-C
Pope, Margaret	A-4 B-C
Wilson, Naomi	A-3 B-C

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1921

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1922

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Calendar for the Year 1921-1922

Sept.	7.	Wednesday	FIRST SEMESTER begins. Examinations for making up conditions and deficiencies.
Sept.	7-8.		MATRICULATION and REGISTRATION of all students.
Sept.	9.	Friday	LECTURES and CLASS WORK begin.
Nov.	24.	Thursday	THANKSGIVING DAY; a holiday.
Dec.	12.	Monday	Examinations for making up conditions and deficiencies.
Dec.	22.	Thursday	3:30 p. m. CHRISTMAS RECESS begins.
Jan.	4.	Wednesday	8:30 a. m. CHRISTMAS RECESS ends.
Jan.	17-25.		FIRST SEMESTER examinations.
Jan.	25.	Wednesday	MATRICULATION and REGISTRATION of new students.
Jan.	26.	Thursday	LECTURES and CLASS WORK of second semester begin.
Feb.	2.	Thursday	FOUNDERS' DAY; a half holiday.
March	18-20.		SPRING VACATION.
May	1.	Monday	Examinations for making up conditions and deficiencies.
May	18-27.		SECOND SEMESTER examinations.
May	27.	Saturday	STUDENTS must submit to the dean their schedule of work for 1922-1923.
May	27-30.		COMMENCEMENT.

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JOSEPH DOZIER BOUSHALL.
BERTHA LUCRETIA CARROLL.
ZEBULON MARVIN CAVINESS.
LIVINGSTON JOHNSON.
WESLEY NORWOOD JONES.
JAMES YADKIN JOYNER.
WILLIAM LOUIS POTEAT.
ROBERT NIRWANA SIMMS.

Financial and Auditing Committee

JOSEPH DOZIER BOUSHALL, *Chairman*.
CAREY JOHNSON HUNTER.
WESLEY NORWOOD JONES.
ROBERT NIRWANA SIMMS.

Buildings and Grounds Committee

ROBERT NIRWANA SIMMS, *Chairman*.
JOSEPH DOZIER BOUSHALL.

Officers of Administration and Instruction

Administrative Officers

CHAS. EDWARD BREWER, A.M., PH.D.,
WAKE FOREST COLLEGE, A.M., GRADUATE STUDENT JOHNS HOPKINS UNIVERSITY;
CORNELL UNIVERSITY, PH.D.
PRESIDENT.

J. GREGORY BOOMHOUR, A.B., A.M.,
COLGATE UNIVERSITY, A.B.; UNIVERSITY OF CHICAGO, A.M.
DEAN.

EVELYN MILDRED CAMPBELL, A.B., B.S., M.A.,
BESSIE TIFT, A.B.; COLUMBIA UNIVERSITY, B.S., M.A.
DEAN OF WOMEN

* Faculty and Other Officers

ELIZABETH DELIA DIXON CARROLL, M.D.,
WOMAN'S MEDICAL COLLEGE OF THE NEW YORK INFIRMARY.
PROFESSOR OF PHYSIOLOGY; COLLEGE PHYSICIAN.

† ELIZABETH AVERY COLTON, B.S., A.M.,
STUDENT MOUNT HOLYOKE COLLEGE; COLUMBIA UNIVERSITY, A.M.
PROFESSOR OF ENGLISH.

LEMUEL ELMER McMILLAN FREEMAN, A.B., A.M., B.D., TH.D.,
FURMAN UNIVERSITY, A.B.; HARVARD UNIVERSITY, A.M.; NEWTON THEOLOGICAL
INSTITUTION, B.D.; SOUTHERN BAPTIST THEOLOGICAL SEMINARY, TH.D.;
STUDENT UNIVERSITY OF CHICAGO.
PROFESSOR OF BIBLE AND SOCIAL SCIENCE.

HELEN HULL LAW, A.B., A.M., PH.D.,
VASSAR COLLEGE, A.B., A.M.; UNIVERSITY OF CHICAGO, PH.D.
PROFESSOR OF LATIN AND GREEK.

* For the faculty of School of Music see page 83.

† On leave of absence 1920-1921.

CATHERINE ALLEN, A.B., A.M.,

OBERLIN COLLEGE, A.B.; UNIVERSITY OF CHICAGO, A.M.; STUDENT HARVARD UNIVERSITY; UNIVERSITY OF BERLIN; THE SORBONNE.

PROFESSOR OF FRENCH AND HEAD OF MODERN LANGUAGES.

J. GREGORY BOOMHOUR, A.B., A.M.,

COLGATE UNIVERSITY, A.B.; UNIVERSITY OF CHICAGO, A.M.

PROFESSOR OF PHYSICS.

ERNEST F. CANADAY, A.B., A.M.,

WILLIAM JEWEL COLLEGE, A.B.; UNIVERSITY OF MISSOURI, A.M.

PROFESSOR OF MATHEMATICS

EDWIN MCKOY HIGHSMITH, PH.B., A.M.,

UNIVERSITY OF NORTH CAROLINA, PH.B., A.M.; PEABODY COLLEGE, A.M.

PROFESSOR OF EDUCATION.

OLIVE L. NORMINGTON, B.S.,

MICHIGAN AGRICULTURAL COLLEGE, B.S.

PROFESSOR OF HOME ECONOMICS.

SAMUEL GAYLE RILEY, A.B., A.M.,

PRINCETON UNIVERSITY, A.B., A.M.

PROFESSOR OF HISTORY AND ECONOMICS

LULA GAINES WINSTON, B.S., PH.D.,

RICHMOND COLLEGE, B.S.; JOHNS HOPKINS UNIVERSITY, PH.D.

PROFESSOR OF CHEMISTRY.

JULIA MOESEL HABER, A.B., A.M.,

CORNELL UNIVERSITY, A.B., A.M.

PROFESSOR OF BIOLOGY.

MARY SUSAN STEELE, A.B., A.M.,

CORNELL UNIVERSITY, A.B., A.M.

ASSOCIATE PROFESSOR IN ENGLISH

BEATRICE M. TEAGUE, A.B., A.M.,

UNIVERSITY OF DENVER, A.B., A.M.

ASSOCIATE PROFESSOR IN FRENCH

LUCRETIA DOUGLAS BAKER, A.B., A.M.,

WINTHROP COLLEGE, A.B.; UNIVERSITY OF SOUTH CAROLINA, A.M.

ASSOCIATE PROFESSOR OF CHEMISTRY.

HELEN F. EPLER, A.B.,

VASSAR, A.B.; STUDENT AT UNIVERSITY OF PARIS, UNIVERSITY OF BERNE,
MARBURG, BELLINZONA.

ASSOCIATE PROFESSOR IN MODERN LANGUAGES

AVIS LEONE KIDWELL, A.B., A.M.,

OTTAWA UNIVERSITY, A.B.; CORNELL UNIVERSITY, A.M.

ASSOCIATE PROFESSOR IN ENGLISH

* MARY LYNCH JOHNSON, A.B.,

MEREDITH COLLEGE, A.B.

INSTRUCTOR IN ENGLISH COMPOSITION.

MARY JANE CARROLL, A.B.,

MEREDITH COLLEGE, A.B.

INSTRUCTOR IN ENGLISH COMPOSITION

EVA LOUISE DEAN, A.B.,

MEREDITH COLLEGE, A.B.

INSTRUCTOR IN MODERN LANGUAGES.

CARMEN LOU ROGERS, A.B.,

MEREDITH COLLEGE, A.B.

INSTRUCTOR IN ENGLISH COMPOSITION.

DINGLEY BROWN, Mus.D.,

LONDON COLLEGE OF MUSIC, LICENTIATE, AND DOCTOR OF MUSIC; FELLOW OF
SCIENCE AND ARTS, LONDON.

PROFESSOR OF THEORETICAL WORK.

LAURA I. BACON, A.B.,

SHORTER COLLEGE, A.B.; STUDENT NEW YORK SCHOOL OF ART; ACADEMY OF
DRAWING AND PAINTING, DRESDEN.

PROFESSOR OF ART HISTORY.

ANNE STEPHENS NOBLE,

STUDENT CHOWAN COLLEGE; MRS. E. N. MARTIN, WASHINGTON, D. C.; MISS MASON,
NEW YORK CITY.

INSTRUCTOR IN CHINA PAINTING.

WILLIAM JASPER FERRELL, A.B.,

WAKE FOREST COLLEGE, A.B.; STUDENT OF CORNELL UNIVERSITY.

BURSAR.

* On leave of absence 1920-1921.

Meredith College

MARGARET FORGEUS, A.B.,

BUCKNELL UNIVERSITY, A.B.; DREXEL INSTITUTE LIBRARY SCHOOL.
LIBRARIAN.

GERTRUDE ROYSTER,

GRADUATE OF ST. MARY'S SCHOOL; STATE NORMAL COLLEGE; SPECIAL STUDENT OF
PHYSICAL TRAINING AT TRINITY COLLEGE, COLUMBIA AND YALE.
DIRECTOR OF PHYSICAL EDUCATION.

LATTIE RHODES,

COKER COLLEGE.
SECRETARY TO THE PRESIDENT

MARY FRANCES WELCH, B.S.,

HILMAN COLLEGE, B.S.; GRADUATE OF SCHOOL OF HOME ECONOMICS AND
DIETETICS OF BATTLE CREEK SANATORIUM.
DIETITIAN.

JANET McDONALD,

MATRON.

MRS. BEULAH WRIGHT COOPER,

STEWARDESS FOR THE MEREDITH CLUB

MRS. OCTAVIA SCARBOROUGH NORWOOD,

NURSE.

KATHERINE BROWN,

BERTHA MOORE,

ALMA CLAY

DORIS TILLERY,

STUDENT ASSISTANTS IN LIBRARY

SYBIL SMITH,

STUDENT ASSISTANT IN PHYSICAL EDUCATION

RUTH COUCH,

STUDENT ASSISTANT IN HOME ECONOMICS.

MARY JOHNSON,

SARAH NOOE,

CARRIE PIERCE,

STUDENT ASSISTANTS IN CHEMISTRY.

Committees of the Faculty

Advanced Standing—MISS STEELE, MR. BOOMHOUR.

Appointments—PRESIDENT BREWER, MR. HIGHSMITH, MR. BROWN.

Athletics—MISS ROYSTER, MISS O'BRIEN, MISS CARROLL.

Bulletin—PRESIDENT BREWER, MISS STEELE, MISS JOHNSON.

Catalogue—MR. BOOMHOUR, MISS TEAGUE, MR. CANADAY.

Classification—THE DEAN, with the heads of the departments.

Executive—PRESIDENT BREWER, DEAN BOOMHOUR, MISS CAMPBELL,
MISS LAW, MISS ALLEN.

Grounds—MISS WELCH, MRS. COOPER, MR. FERRELL.

Lectures—MR. RILEY, MISS WINSTON, MR. FREEMAN.

Library—MR. FREEMAN, MISS C. ALLEN, MISS LAW.

Public Functions—MISS CAMPBELL, MR. BROWN, MRS. FERRELL.

Concerts—MR. BROWN, MISS EIBERG, MISS SNIDER.

Officers of the Alumnae Association, 1920-1921

President—MARGUERITE HIGGS.....Greenville, N. C.

Vice-President—MRS. J. W. BUNN.....Raleigh, N. C.

Recording Secretary—MRS. R. M. SQUIRES.....Wake Forest, N. C.

Corresponding Secretary—CARMEN ROGERS.....Raleigh, N. C.

Treasurer—LEONITA DENMARK.....Raleigh, N. C.

Chairman Meredith Clubs—KATE JOHNSON.....Thomasville, N. C.

Secretary Meredith Clubs—MRS. E. N. JOHNSON....Reidsville, N. C.

Meredith College

Foundation

Meredith College, founded by the Baptist State Convention of North Carolina, was granted a charter by the State Legislature in 1891, and was first opened to students on September 27, 1899. It is named Meredith College in honor of the Reverend Thomas Meredith, for many years a noted leader of the Baptist denomination in North Carolina. This name is especially appropriate, for Thomas Meredith presented a report to the Baptist State Convention of 1838 strongly recommending the establishment of an institution in Raleigh for the higher education of women.

By the last treasurer's report, May 1, 1919, the value of the college grounds and buildings was \$275,500, and of the equipment \$46,050, making a total value of the real property and equipment of \$321,550. The productive endowment, by the same report, was \$143,132.22, the nonproductive fund \$28,600, and the deferred endowment \$15,000, making a total endowment fund of \$186,732.22, and a grand total of \$508,282.22. By the bursar's report of the same year the receipts from students and miscellaneous sources, with assets, were \$121,988.53. The General Education Board has recognized the worth of the college by voting aid to the endowment fund.

As a result of the South-wide campaign to secure seventy-five million dollars for all objects fostered by the Southern Baptist Convention Meredith College will secure funds for a considerable increase in endowment and equipment.

Location

Meredith College is admirably located in Raleigh, the educational center of the State. The number of schools and colleges is due not only to the broad educational interest centering in the State capital, but also to the natural environment

and healthful climate. Raleigh is situated on the edge of the plateau which overlooks the coastal plain, and is 365 feet above sea-level; thus it is favorably affected both by the climate of the seacoast and by that of the mountains. The water supply, too, is excellent; it comes from a short, never-failing stream which has a controlled watershed, and it is regularly tested by experts.

The college itself is in the center of the city, near the Capitol, and only a few blocks from the State and Olivia Raney Libraries. Within three blocks to the west and southeast are the First Baptist Church and the Baptist Tabernacle, respectively; churches of other leading denominations are also near. Among the many advantages of college life in the capital city is the opportunity of hearing concerts and important addresses by distinguished speakers in the city auditorium and of attending the meetings of the State legislature, the annual meeting of the North Carolina Literary and Historical Association, the State Social Service Conference, and other noteworthy gatherings.

Buildings

The college has at present ten buildings: Main Building, Faircloth Hall, Home Economics Building, East Building, and six cottages.

Main Building, completed in 1899, contains the chapel, executive offices, classrooms, laboratories, library, art studio, living rooms and dining-room.

Faircloth Hall, built in 1904, accommodates ninety-six students, two in a room, and contains four large classrooms, the music practice rooms, and the two society halls.

The Home Economics Building, purchased in 1913, and first used in 1914, contains the lecture room and laboratories of the department of Home Economics, and the president's living rooms.

East Building, purchased in 1899, contains dormitory and dining-rooms, and Y. W. C. A. reception room.

Each of these buildings, except the Home Economics Building, is of brick. All are lighted by electricity and heated by steam, and have bath-rooms with hot and cold water on each floor. The rooms, homelike and attractive, with plenty of light and fresh air, show ample provision for comfort and health.

North and South cottages, purchased in 1900, the Person Street cottage, purchased in 1916, and the Adams cottage, purchased in 1919, are heated by stoves or grates, but in other respects are equipped like the other buildings.

The regulations for all buildings are the same. There are no discriminations among the students in any way.

A night watchman is employed throughout the year.

Laboratories

The laboratories are furnished with water, gas, compound microscopes, lockers, chemicals, and apparatus for individual work in chemistry, physics, biology, and home economics.

The State Museum, to which additions are continually being made, is of much service to the department of science.

Library

The library is in charge of a trained librarian and is scientifically classified and catalogued. There have been added twenty-one hundred volumes to the library during the current year.

There are nine thousand and one hundred volumes and two thousand and two hundred pamphlets in the library. These have been selected by heads of departments and are in constant use by the students. Ninety-one magazines, seventeen college magazines, and seventeen newspapers are received regularly throughout the college year.

In addition to the library of Meredith College, the Olivia Raney Library, of some sixteen thousand, and the State Library of fifty-two thousand volumes, are open to students, and are within three blocks of the college. The State Library offers to students of American history unusual advantages in North Carolina and Southern history.

Religious Life

All boarding students are required to attend the chapel services which begin the work each day. For those who do not attend voluntarily Sunday school and church services on Sunday mornings at least eighty-five per cent of the time, roll-call attendance is required.

The Young Woman's Christian Association is the all inclusive religious organization of the College. The work and direction of this body are under the management of the students, assisted by a faculty advisory committee. The faculty may become members of the Association, and as such share in the meetings. The Association stands for a deeper spiritual life among the members, and for a united effort to help others to live consistent Christian lives. A devotional meeting is held every Sunday night, this service aiming at fixing the key-note for the week.

The Young Woman's Auxiliary, with an independent corps of officers, with definite denominational affiliation, is in reality the missionary department of the Young Woman's Christian Association of Meredith College. All missionary contributions are directed through denominational channels, gifts to 75 million campaign pledges being made through home church and reported to treasurer of Young Woman's Auxiliary.

The four B. Y. P. U.'s, maintained as the Training department of the association, reach every student and serve as the connecting link between the College religious life and the home.

Mission study classes and S. S. Teacher Training, under the direction of members of the faculty and students, are pursuing systematic courses of study, the aim of which is to give the

student a more thorough knowledge of mission work and to fit each one for an efficient, intelligent work in Sunday school. During the past year there has been a Student Volunteer Band of 20 members for Foreign Missions and an associate band of 56 members, who are planning for work in the Home Field.

Government

A system of student government prevails in the College, the basis of which is a set of regulations submitted by the faculty and adopted by the students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life, and any who are not willing to be guided by them should not apply for admission to the College.

Physical Education

All students when entering College are given a physical examination by the resident physician and physical director. If this should show reasons why a student should not take the regular work, then special exercises adapted to her needs will be prescribed for her. A special examination is required before a student is entered for the heavy field sports.

On the college grounds are courts for tennis, basketball, volleyball, and a well-equipped out-of-door gymnasium, with climbing ropes, teeter-ladders, giant-stride or merry-go-round, vaulting-bars, chest-bars, and flying-rings.

All students, except seniors, are required to exercise four half-hours a week throughout the session. As far as possible students are organized in classes according to the number of years that they have had the work. Basketball, volleyball, or tennis may be substituted twice a week for the regular class work.

Students are credited in the physical and field work on the basis of faithfulness and punctuality.

An annual exhibition of the class work is held in April, and ribbons and letters are given upon the basis of proficiency. At the close of the inter-class basketball games letters are awarded to the five best players. A handsome silver loving cup is also offered yearly to the team winning in an inter-class basketball contest. To the champions of the inter-class tennis tournament letters are awarded.

The athletic committee of the faculty, with the physical director, has control of all field sports.

Hygiene and Care of the Sick

A well equipped sanitarium under the direction of an efficient nurse is maintained for benefit of students unable to attend regular work on account of sickness. Once a month during the year the physician in charge lectures to the student-body on general hygiene and the care of the body. Every student is required to attend these lectures except in her junior and senior years.

The physician in charge holds office hours at the College, at which time the students may consult her upon all subjects of hygiene or relative to their personal health. The general laws of health are enforced so far as possible. It is the purpose of the College physician to prevent sickness by means of the knowledge and proper observance of hygienic conditions. The food of the sick is under the direction of the physician and nurse.

Literary Societies

There are two literary societies: Philaretian and Astrotekton, meeting every Saturday night. These societies are organized to give variety to the College life and to promote general culture.

Students will join society of their choice at first opportunity after entering school. Students will be allowed to select the

literary society which they wish to join; provided, that no more than three-fifths of the total society membership shall belong to either society.

Each society offers a memorial medal for the best English essay. The Carter-Upchurch medal of the Astrotekton Society is the gift of Mr. Paschal Andrews Carter, of New York City. The Minnie Jackson Bowling medal of the Philaretian Society is given by Dr. Edward Holt Bowling, of Durham.

It is believed that secret societies are undemocratic and will detract from the interest and value of the literary societies. The organization of sororities or clubs of any sort is, therefore, prohibited.

College Publications

BY THE COLLEGE

The Bulletin.—This is the official publication of the College, and appears quarterly. It will be mailed to any address regularly upon request to the President.

BY THE STUDENTS

The Acorn.—This is the monthly magazine of the students. It will be mailed to any address upon receipt by the Business Manager of the subscription price, one dollar.

Oak Leaves, the College Annual, is published by the Literary Societies. Any one desiring this should communicate with the Business Manager of the Annual.

Chapel Speakers and Other Lecturers, 1920-1921

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|-------|---|
| Sept. | 9, 1920, Dr. Richard T. Vann— <i>New Party and New Platform Proposed</i> . |
| Oct. | 25, 1920, Dr. Edward T. Devine— <i>Revolution, Reaction, Reconstruction</i> . |

- Oct. 27, 1920, { Series of lectures and discussions under aus-
 Nov. 2, 1920, { pices of Y. W. C. A. on *Training for Citi-
 zenship.*
- Oct. 28, 1920, Rev. J. Clyde Turner—*Special Mission Sermon.*
 Oct. 29, 1920, M. T. Yamamoto—*America and Japan.*
 Nov. 11, 1920, John H. Boushall—*Armistice Day; Its Signifi-
 cance.*
- Nov. 23, 1920, Eugene Turner, Y. M. C. A. Secretary from
 China—*China a Field of Opportunity.*
- Dec. 12, 1920, Mr. Fred Smith—*Dominant Influence of Woman.*
 Jan. 18, 1921, Dr. Leon Tucker—*Ideals.*
 Jan. 20, 1921, Dr. A. C. Dixon—*Harmonies.*
 Jan. 21, 1921, Mrs. Geo. W. Dibble—*Old Standards.*
 Jan. 26, 1921, { Miss Katharine Lumpkin, Y. W. C. A. Secre-
 Feb. 3, 1921, { tary.
 Jan. 30, 1921, Dr. Howard Rondthaler—*The Thirty Silent
 Years of Christ's Life.*
- Feb. 4, 1921, Prof. E. C. Lindeman—*Recreation.*
 Feb. 4, 1921, Viljalmur Stefansson—*My Five Years in the
 Arctic.*
- Feb. 8, 1921, Miss Susan Bancroft Tyler—*Y. W. A. in the
 Colleges.*
- Feb. 10, 1921, Dr. J. Elwood Welsh—*Founders' Day—Call of
 the New Day to the Truly Educated.*
- Feb. 10-14, 1921, Dr. Chas. E. Maddry—*Series of Evangelistic
 Services.*
- Feb. 21-26, 1921, Health Week—*Series of Lectures under aus-
 pices of Student Government Association and
 Y. W. C. A.*
- March 10, 1921, Prof. Chas. Heck—*China Relief Work.*
 March 14-19, 1921, Miss Margaret Frost—*Sunday School Teacher-
 Training.*

Commencement, 1920

- William Joseph McGlothlin, A.B., Ph.D., LL.D., Baccalaureate Ser-
 mon; Missionary Sermon.
 Edwin Mims, A.B., Ph.D., Literary Address—*The Challenge of the
 Present Hour.*

Expenses

Tuition Each Semester

College course	\$40.00
Literary and theoretical work in Music Course (see p. —)...	40.00
Public School Music (Music students).....	5.00
*Piano	\$37.50, 45.00
Organ	45.00
*Violin	45.00
Voice	\$35.00, \$37.50, 45.00

Fees Each Semester

Matriculation fee (applied on semester's tuition).....	\$ 25.00
Incidental fee	10.00
Chemical laboratory fee	2.50
Biological laboratory fee	2.50
Physics laboratory fee	2.50
Cooking laboratory fee	7.50
Sewing laboratory fee	1.00
Library fee	2.50
Lecture-Concert fee	2.50
Gymnasium fee	1.00
Medical fee	5.00
Ensemble or Chamber Music .....	.50
Interpretation Class .....	.50
Use of piano one hour daily	4.50
For each additional hour	2.25
Use of pedal organ one hour daily.....	6.00
Use of pipe organ, per hour.....	.25

Table Board Each Semester

Main Building	\$100.00
Club (estimated)	56.00

* In the department of Preparatory Music, Music tuition is \$30.00 a semester.

Room Rent Each Semester

Including fuel, light, and water:

Main Building	{ Front rooms or two-girl rooms.....	\$30.00
	{ Other rooms in Main Building.....	27.50
Faircloth Hall	{ Front rooms	30.00
	{ Other rooms in Faircloth Hall.....	27.50
Myatt Building		27.50
East Building		25.00
Cottages		22.50

Summary of Expenses for the Year in the
Literary Course

In Main Building:

Board, room, lights, fuel, and bath.....	\$245.00 to \$260.00
Tuition, college course	80.00
Medical fee	10.00
Library fee	5.00
Gymnasium fee	2.00
Lecture-Concert fee	5.00
Incidental fee	20.00

Total\$367.00 to \$382.00

With board in the club this amount is about \$90.00 less.

In view of the uncertainty of prices of supplies the charge for board cannot be guaranteed. It is hoped, however, that no increase over the above figures will be required.

All bills are due in advance for the semester, but for the convenience of patrons payments may be made at the beginning of each quarter.

Students who pursue Music may take one literary subject at a cost of \$17.50 a semester.

Students pursuing one special course may take one literary subject at \$17.50 a semester, or two literary subjects at \$30.00 a semester, or three literary subjects at \$37.50 a semester.

Special students may elect Art History or one theoretical course in the School of Music at \$17.50 a semester or two theoretical courses in the School of Music at \$30.00 a semester.

Students in the A.B. or B.S. course may elect Art History, or theoretical courses in the School of Music which count toward their degree, at \$6.25 each semester.

Graduation fee, including diploma, \$5.00.

Nonresident students are excused from the payment of the medical fee and also of the gymnasium and lecture fees unless they wish to take these courses, but are required to pay the library fee if they take any class work.

Nonresident students may take any one course in the literary department at \$17.50 a semester or two such courses at \$30.00 a semester.

If a student withdraws from the institution, or is sent away for misconduct, before the semester expires, no charges for tuition, room rent, or incidental expenses for that semester, and no charges for board for the quarter in which she leaves, will be remitted. But in event of sickness of such a nature as in the opinion of the college physician requires the retirement of the student, the charges for board may be refunded from the date of retirement, upon the order of the executive committee, provided that no reduction will be made for absence of less than four weeks.

Teachers remaining during the Christmas recess will be charged regular table board.

The medical fee of \$10.00 meets the charges for the college physician and the college nurse. Any services in addition to this, as well as all prescriptions, will be paid for by the patron receiving the benefit of the same.

In the club the students, under the direction of an experienced dietitian, do their own cooking and serving. The work is distributed so that not more than one-half hour a day is required of any one student. The table board in this way is reduced to \$50.00 a semester. Eleven dollars is due at the beginning of each month. This year ninety-three students have taken their meals in the club.

The Payment of Fees

On days of registration at the beginning of each semester all students are required to pay to the bursar the matriculation fee of \$25 before registering with the dean.

No student may enter any class at the beginning of either semester until she has paid the matriculation fee for that semester.

Any student who fails to register with the dean at the appointed time will be required to pay the bursar an additional fee of \$1 and

to show receipt for the same to the dean. This special fee of \$1 will be required of those who are late in entering as well as of those who neglect to arrange their courses with the dean, and will not be deducted from any bill. For time of registration see page 32.

To secure rooms, application must be accompanied by a deposit of \$10. No definite room can be assigned except at the college office. Any preference in rooms will be given in the order of application.

The \$10 room fee deposit and the \$25 matriculation fee will be deducted from the first bill of each semester, *but they are not returnable under any circumstances.*

Admission Requirements

Students are admitted either (*A*) by certificate or (*B*) by examination.

A. Meredith College accepts all certificates of work completed in high schools accredited by the University of North Carolina or by the State High School Inspector or from high schools in other states accredited by universities belonging to the Association of Colleges and Preparatory Schools of the Southern States. The College also accepts certificates from its own list of approved private and church schools. All certificate students, however, are admitted on probation. Those whose work proves unsatisfactory within the first month will be advised to take the next lower course.

Students desiring to be admitted on certificate should send to the president, if possible before their graduation, for a blank certificate to be filled out and signed by the principal of the school they are attending. Candidates will find it much easier to attend to this before their schools close for the summer. All certificates should be filed with the president not later than August 1st of the year in which the student wishes to enter.

No candidate will be admitted to the freshman class, except on examination, until such a certificate, properly filled out and signed by the principal, is presented to the College.

B. Students desiring to be admitted under the second of these conditions should see page 32.

Every candidate applying for advanced standing should read CREDITS, page 44, and after satisfying entrance requirements, must file with the dean an official report of her previous work, and a catalogue of the institution from which she comes, plainly marked for courses.

Admission to College Classes

For full admission to the freshman class a candidate must offer fifteen units of work. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for the A.B. degree must offer :

English	3	units
Latin	4	units
or		
Latin	3	units
and		
French or German or Spanish....	2	units
Mathematics: { Algebra	1.5	units
{ Geometry	1	unit
Elective*	5.5 or 4.5	units
<hr/>		
Total.....	15	units

Every candidate for the degree in Home Economics must offer:

English	3	units
French†	2	units
German†	2	units
Mathematics: { Algebra	1.5	units
{ Geometry	1	unit
Elective‡	5.5	units
<hr/>		
Total.....	15	units

* The elective units must be selected from the following: History, Bible, Science, Cooking, Agriculture, Vegetable Gardening, Commercial Geography, a fourth unit in Latin, an additional unit in French or German, an additional half-unit in Plane Trigonometry, Solid Geometry, or Advanced Algebra. Not more than four half-unit courses will be accepted.

† Four units of Latin may be substituted for both French and German, or three units of Latin may be substituted for either French or German; or two units of Spanish may be substituted for two units of either French or German; one of the languages offered for entrance must be continued for at least one year in college.

‡ The required and elective subjects allowed for entrance to the A.B. course may be offered; also a half-unit in Mechanical Drawing, Free-hand Drawing, or Sewing may be offered. Not more than four half-unit courses will be accepted.

Conditioned Students

A freshman may be conditioned to the extent of two units. These conditions must be removed by the end of the sophomore year at the regular periods set for removing conditions and deficiencies. (See page 45.) Members of other classes may have conditions not exceeding three hours.

Special Students

Special students are admitted without examination under the following conditions: (1) They must be at least twenty years of age; (2) they must give proof of adequate preparations for the courses sought; (3) they must take fifteen hours of work a week, except mature students living in Raleigh.

Routine of Entrance

1. *Registration*.—All students, upon arrival at the College, should report at the office of the president and register.

2. *Matriculation*.—On September 7 and 8 all students should report at the office of the bursar and pay the required fee. Matriculation for the second semester should be completed on or before January 25.

3. *Classification*.—On September 7 and 8 all students will appear before the classification committee in order to have their schedules for the semester arranged. All schedules must be approved by the dean. Those desiring credit for college courses must apply to the committee on advanced standing.

Schedules for the second semester will be arranged by the dean on or before January 25.

Definition of Entrance Requirements

ENGLISH (3 units)

Upon the recommendation of the National Conference on Uniform Entrance Requirements in English, the following requirements have been adopted, 1920-1922:

The study of English in school has two main objects, which should be considered of equal importance: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation, and the development of the habit of reading good literature with enjoyment.

GRAMMAR AND COMPOSITION

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school, and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences and paragraphs should be thoroughly mastered, and practice in composition, oral as well as written, should extend throughout the secondary-school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

LITERATURE

The second object is sought by means of the reading and study of a number of books from which may be framed a progressive course in literature. The student should be trained in reading aloud and should be encouraged to commit to memory notable passages both in verse and in prose. As an aid to literary appreciation he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place

in literary history. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

A few of these books should be read with special care, greater stress being laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions.

A. Books for Reading.

The books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except that for any book in Group I a book from any other group may be substituted.

Group I. Classics in Translation: The *Old Testament*, at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*.

The *Odyssey* with the omission, if desired, of Books I-V, XV, and XVI.

The *Æneid*.

(The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.)

Group II. Drama: Shakespeare, *Merchant of Venice*, *As You Like It*, *Julius Cæsar*.

Group III. Prose Fiction: Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Scott, *Quentin Durward*; Hawthorne, *The House of Seven Gables*.

Group IV. Essays, Biography, etc.: Addison and Steele, *The Sir Roger de Coverley Papers*; Irving, *The Sketch Book* (selections covering about 175 pages); Macaulay, *Lord Clive*; Parkman, *The Oregon Trail*.

Group V. Poetry: Tennyson, *The Coming of Arthur*, *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*; Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a*

Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus —," Instans Tyrannus; Scott, The Lady of the Lake; Coleridge, The Ancient Mariner, and Arnold, Sohrab and Rustum.

B. Books for Study.

The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama: Shakespeare, *Macbeth*, *Hamlet*.

Group II. Poetry: Milton, *L'Allegro*, *Il Penseroso*, *Comus*; the selections from Book IV of Palgrave's *Golden Treasury*, First Series, with special attention to Wordsworth, Keats, and Shelley.

Group III. Oratory: Burke, *Speech on Conciliation with America*, Washington's *Farewell Address*, Webster's *First Bunker Hill Oration* and Lincoln's *Gettysburg Address*.

Group IV. Essays: Macaulay, *Life of Johnson*; Carlyle, *Essay on Burns*, with a brief selection from Burn's *Poems*.

N. B.—The four masterpieces selected for careful study should take up the whole time devoted to literature in the eleventh grade.

FRENCH (2 units)*

FIRST-YEAR FRENCH (1 UNIT)

A. Careful drill in pronunciation; Fraser and Squair, *French Grammar*, Part I (or its equivalent); reading of 150-200 pages of easy French. For suggested texts for reading, see *Elementary French A*, page 63.

SECOND-YEAR FRENCH (1 UNIT)

B. Fraser and Squair, *French Grammar*, Part II; reading of 300-400 pages of French. For suggested texts for reading, see *Elementary French B*, page 63.

GERMAN (2 units)***FIRST-YEAR GERMAN (1 UNIT)**

A. Drill in pronunciation; Paul V. Bacon, *German Grammar*, Part I, and thirty-six lessons in Part II (or its equivalent). One whole year's work.

SECOND-YEAR GERMAN (1 UNIT)

B. Paul V. Bacon, *German Grammar*, finished (or its equivalent); reading of 300-400 pages of German. For suggested reading texts, see Elementary German B, page 65. One whole year's work.

LATIN (4 units)***FIRST-YEAR LATIN (1 UNIT)**

(1) A thorough knowledge of forms and principles of syntax. D'Ooge, *Latin for Beginners* is recommended.

SECOND-YEAR LATIN (1 UNIT)

(2) Cæsar, four books. Grammar and constant practice in writing easy Latin sentences illustrating rules of syntax.

THIRD-YEAR LATIN (1 UNIT)

(3) Cicero, six orations, including the Manilian Law. Grammar, Allen and Greenough recommended. At least one period a week should be devoted to prose composition. Baker and Inglis, *High School Course in Latin Composition*, Part II, is recommended.

FOURTH-YEAR LATIN (1 UNIT)

(4) Virgil, *Æneid*, six books. Study of meter and style. Prose composition, one period a week. Baker and Inglis, Part III.

* Instead of four units in Latin, three units in Latin and two units of French or German may be offered. If four units of Latin are presented, French or German may be offered as elective units; however, no single unit in any foreign language will be accepted unless work in that language is continued.

HISTORY (Elective)

All candidates for credit in history should do considerable work in addition to the text-book preparation. The text-book should contain not less than five hundred pages, and the work on special topics from fuller accounts in the school library should cover at least four hundred pages more.

The candidate may offer as many as three of the following units in history:

Ancient History to 800 A.D. (1 unit).

Mediæval and Modern European History (1 unit).

English History (1 unit).

American History, with the elements of Civil Government (1 unit)
or

Robinson and Breasted, *Outlines of European History*, Part I, from ancient times to the eighteenth century (1 unit).

Robinson and Beard, *Outlines of European History*, Part II, from the eighteenth century to the present day (1 unit).

These two books follow the recommendation of the Committee of Five of the American Historical Association, and of the Report on *Social Studies in Secondary Education for 1916*, No. 28, published in the *United States Bulletin of Education*. Schools are strongly urged to adopt these books for a two-years' course in history.

ANCIENT HISTORY (1 UNIT)

TEXT-BOOKS.*—Breasted, *Ancient Times* (Ginn & Co.); West, *Ancient World*, Revised Edition (Allyn and Bacon); Westermann, *The Story of the Ancient Nations* (D. Appleton); or an equivalent.

The following books are suggested for a school library for supplementary work: Evelyn Abbott, *Pericles*; Botsford, *History of Greece*; Botsford, *History of Rome*; Botsford, *Story of Rome*; Bulfinch, *Age of Fable*; J. S. White, *The Boys' and Girls' Herodotus*; Cox, *Tales of Ancient Greece*; Davis, *Readings in Ancient History*; Firth, *Augustus Cæsar*; Fling, *Source Book of Greek History*; Froude, *Cæsar, a Sketch*; How and Leigh, *A History of Rome*; Munro, *Source Book of Roman History*; Pelham, *Outlines of Roman History*; Trollope, *The Life of Cicero*; Webster, *Readings in Ancient History*; Wheeler, *Alexander the Great*; and Ginn & Co., *Classical Atlas*.

* Any one text-book of the group is accepted.

MEDIÆVAL AND MODERN HISTORY (1 UNIT)

TEXT-BOOKS.*—Harding, *New Mediæval and Modern History* (American Book Co.); Robinson, *Mediæval and Modern Times* (Ginn & Co.); West, *The Modern World* (Allyn and Bacon); or an equivalent.

The following books are suggested for a school library for supplementary work: Emerton, *Introduction to the Middle Ages*; Emerton, *Mediæval Europe*; Dawson, *The Evolution of Modern Germany*; Day, *A History of Commerce*; Hayes, *A Political and Social History of Modern Europe* (two volumes); Hazen, *Europe Since 1815*; Henderson, *Historical Documents*; Johnston, *Napoleon*; Ogg, *The Governments of Europe*; Robinson, *Readings in European History* (two-volume edition); Symonds, *Short History of the Renaissance*; and Dow, *Atlas of European History*.

ENGLISH HISTORY (1 UNIT)

TEXT-BOOKS.*—Cheyney, *A Short History of England* (Ginn & Co.); Walker, *Essentials in English History* (American Book Co.); or an equivalent.

The following books are suggested for a school library for supplementary work: Bates and Coman, *English History Told by English Poets*; Beard, *Introduction to the English Historians*; Bright *History of England* (four volumes); Cheyney, *Industrial History of England*; Cheyney, *Readings in English History*; Cross, *A History of England and Greater Britain*; Gardiner, *Student's History of England*; Gibbons, *The Industrial History of England*; Green, *A Short History of the English People*; Hayes, *British Social Problems*; Montague, *Elements of English Constitutional History*; Tout, *A History of Great Britain*; Tuell and Hatch, *Selected Readings in English History*; and Gardiner, *School Atlas of English History*; Low and Pulling, *Dictionary of English History* (Cassell).

AMERICAN HISTORY (1 UNIT)

TEXT-BOOKS.†—Adams and Trent, *History of the United States* (Allyn and Bacon); Ashley, *American History*, Revised Edition (Macmillan); Johnson, *High School History of the United States*,

* Any one text-book of the group is accepted.

† A book on Civil Government alone will not take the place of one on American History.

Revised Edition (Holt); Ashley, *American Government*, Revised Edition (Macmillan); Beard, *American Citizenship*; or an equivalent.

The following books are suggested for a school library for supplementary work: *The American Nation* (Harpers, twenty-seven volumes. Get especially volumes 22, 23, 24, 25, which cover the period since 1865); Bassett, *A Short History of the United States*; Coman, *Industrial History of the United States*; Beard, *American Government and Politics*; Dewey, *Financial History of the United States*; *Epochs of American History*, Revised Edition (three volumes); Fiske, *The American Revolution* (two volumes); Fiske, *The Critical Period*; Hart, *American History Told by Contemporaries* (four volumes); Johnston, *American Politics*, Revised Edition; *The Riverside History of the United States* (four volumes); *Statistical Abstract of the United States*; *World Almanac*; Jameson, *Dictionary of United States History*, and McCoun, *Historical Geography of the United States*.

MATHEMATICS (2.5 units)[†]

ALGEBRA (1.5 UNITS)

The requirements in algebra include the following subjects: the four fundamental operations of algebra, powers and roots, factors, common divisors and multiples, fractions, ratio and proportion, inequalities, exponents, equations of the first and second degrees with one or more unknown quantities, radicals and equations involving radicals, arithmetical and geometrical progressions, binomial theorem for positive integral exponents.

Pupils should be required throughout the course to solve numerous problems which involve putting questions into equations. It is also expected that the work be accompanied by graphical methods in the solution of equations of all types.

It will require at least one and one-half years with four or five one-hour recitation periods a week to complete this work.

PLANE GEOMETRY (1 UNIT)

The usual theorems and problems of some good text-book in plane geometry, together with a sufficient number of original problems to enable the student to solve such problems readily and accurately.

To be acceptable, the work in plane geometry must cover a full year with four or five one-hour recitation periods a week.

[†] An additional half-unit in algebra may be counted towards entrance if sufficient time has been given to the subject. No more than two units will be given in any case.

BIBLE (Elective)

- | | |
|---------------------------|-------------|
| A. Bible Study. | } (1 UNIT). |
| B. Sunday School Pedagogy | |
| C. Mission Study | |

A. Bible Study.

Two hours a week throughout the year.

1. The Bible Section of the *Normal Manual*—sixteen to twenty lessons. This is to serve as an introduction to the study of the Bible.

2. The *Old Testament*—forty lessons.

- a. McLearn, *Old Testament History*, abridged edition.
- b. Readings in the historical books. These will be assigned by the teacher and will average one chapter for each lesson.
- c. Readings in the Prophets, *Isaiah*, Chapters 5, 6, 53, 60, 61; the following books: *Amos*, *Nahum*, *Haggi*, *Malachi*.
- d. Readings in the poetical books, *Job* 28; *Psalms* 1, 2, 8, 19, 22, 29, 51, 84, 90, 103, 119, 137, 147, 148; *Proverbs* 1, 2, 3, 4, 5, 6, 20, 31; *Ecclesiastes* 11: 9-12: 14.

3. The *New Testament*—forty lessons.

- a. McLearn, *New Testament History*, abridged edition.
- b. Kerr, *Harmony of the Gospels*—the analysis and enough of the text to get a connected view of the life of Jesus from the *New Testament* itself.
- c. *The Acts of the Apostles*.
- d. One from each of the four groups of Paul's Epistles as follows: *I Thessalonians*, *Galatians*, *Colossians*, *II Timothy*.
- e. The Epistle to the *Hebrews*.
- f. First Epistle of *John*.

B. Sunday School Pedagogy.

One hour a week throughout the year in the study of the *New Normal Manual*—Divisions I and II. If all the time is not needed, it can be used in the Bible work.

C. *Missions.*

One hour a week throughout the year. The following books are to be used:

- a. State Missions: L. Johnson, *Christian Statesmanship*.
- b. Home Missions: V. I. Masters, *Baptist Home Missions*.
- c. Foreign Missions: T. B. Ray, *Southern Baptist Foreign Missions*.

Christian Statesmanship must be taken, and either one of the others.

SCIENCE (Elective)

PHYSIOLOGY AND HYGIENE ($\frac{1}{2}$ UNIT OR 1 UNIT)*

The candidate must be familiar with the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Fitz, *Physiology and Hygiene*, or Martin, *The Human Body*, Briefer Course, fifth edition revised by G. W. Fitz, M.D.

PHYSICAL GEOGRAPHY ($\frac{1}{2}$ UNIT OR 1 UNIT)*

This course should include a detailed study of the land forms and physiographic factors. The course will require at least one year.

TEXT.—R. S. Tarr, *New Physical Geography*.

PHYSICS ($\frac{1}{2}$ UNIT OR 1 UNIT)

One year's work, including the principles of mechanics, heat, electricity, sound, and light. About one-third of the time is given to individual laboratory work, which is reported in carefully prepared note-books.

In order to get full credit the candidate must submit her laboratory note-book which has been certified by her teacher.

TEXT.—Coleman, *Elements of Physics*.

BOTANY ($\frac{1}{2}$ UNIT OR 1 UNIT)

The student should acquire a knowledge of plant structure and development; a knowledge of the fundamental principles of plant nutrition, assimilation, growth, and reproduction; and a knowledge of the relations of plants to other living things. A large part of

* A student who has not had the equivalent of four one-hour recitations a week throughout the school year in Physiology or Physical Geography will not be given full credit for that subject. The maximum credit allowed for Physiology and Physical Geography is one and one-half units.

this information should be gained by laboratory and field work. In order to get full credit the candidate must submit her laboratory note-books.

CHEMISTRY ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should include the general laws and theories of Chemistry and make the student familiar with the occurrence, preparation, and properties of the common elements and their compounds. The candidate must submit her laboratory note-book which has been certified by her teacher.

GENERAL SCIENCE ($\frac{1}{2}$ UNIT OR 1 UNIT)

This course should serve as an introduction to the study of the various branches of science, and should be based on some standard text. A full unit will not be allowed for this course unless the student submits a laboratory note-book which has been certified by her teacher.

COOKING ($\frac{1}{2}$ UNIT OR 1 UNIT)

A full unit in Cooking will not be given unless a note-book, certified by the teacher, is presented. A half-unit or a unit in this subject will be allowed according to the time given to it. Two double laboratory periods will count for two recitations.

Requirements for Graduation

To be entitled to a degree or diploma, the student must, during her college course, prove herself to be of worthy character and must complete in a satisfactory way the course of work prescribed for the degree or diploma in the school from which she wishes to graduate.

Any subject counted toward one degree or diploma may also be counted toward a second degree or diploma, provided that that subject is one of the prescribed or elective subjects for such second degree or diploma.

Underclassmen and juniors are required to take not less than fifteen hours of work a week. Seniors are not required to take more than the number of hours necessary to obtain their degrees. No student may take more than sixteen hours of work a week except by action of the academic council.

The maximum number of hours of credit that will be allowed during any session is eighteen.

A student wishing to make up work under a tutor must consult the dean at the time she arranges her regular work.

Degrees

The degrees conferred are Bachelor of Arts and Bachelor of Science.

BACHELOR OF ARTS

To be entitled to the degree of A.B. the candidate must complete, in addition to fifteen entrance units, sixty hours of work. Of the sixty hours required for the degree thirty-one are prescribed, fifteen are chosen from one of the groups of majors and minors, and fourteen are free electives. (Page 47.)

On the satisfactory completion of the sixty hours of work under the conditions prescribed, the student will be recommended for the degree of Bachelor of Arts.

BACHELOR OF SCIENCE

To be entitled to the degree of B.S. the student must complete the forty-five and one-half hours of prescribed work, and in addition, fourteen and one-half hours of elective work.

On the satisfactory completion of the sixty hours of work under the conditions prescribed the student will be recommended for the degree of Bachelor of Science.

General Regulations for Academic Work

Credits

At least one year's work must be taken in every department in which the student wishes credit toward a degree or diploma, or else she must be examined on these subjects. Credit will not be given on subjects running through the year unless the full year's work is completed.

Reports

At the end of each semester a report is sent to the parent or guardian of the student, showing her grade of scholarship and number of absences from recitation and other college duties.

At the close of the first and third quarters students are notified if they are not making satisfactory grades.

The grade of scholarship is reported in letters. A, B, C, and D indicate passing grades; E indicates a condition, and F indicates failure and that the subject must be repeated in class.

Conditions and Deficiencies

A student who fails or is deficient in any respect on the work of the first semester will be allowed to pass off the condition on the first Monday in May. If she fails at this time she will be allowed to take another examination on Wednesday, the opening day of the next fall semester. If she fails a second time, she will be required to repeat the semester's work in class.

A student who fails or is deficient in any respect on the work of the second semester will be allowed to pass off the condition on the Tuesday immediately preceding the opening of the fall semester. If she fails at this time she will be allowed to take another examination the second Monday of the next December. If she fails a second time she will be required to repeat the semester's work in class.

Examinations for removing entrance conditions will be given on Wednesday, the opening day of the fall semester, or the second Monday in December, or the first Monday in May.

All entrance conditions must be removed by the end of the sophomore year. No student will receive credit for work in any subject until her conditions or deficiencies in that subject are removed.

No student will be allowed an examination on other dates than those arranged above until she shall have shown good reason for it and paid to the bursar one dollar for the library fund. In the case of conflict with other college duties or illness this fee will be remitted.

Outline of Course for the A.B. Degree

Freshman Year

Subject	Credit Hours	Page
English Composition 1	3	(61)
Latin	3	(71)
Mathematics 1	4	(73)
*Chemistry 1	} ... 6	(54)
†French		(63)
†German		(65)
†Greek		(73)
*History 1		(67)
†Spanish		(80)
Education or Religious Education		(55, 76)

Sophomore Year

English Literature 1	3	(62)
Biology	3	(52)
*Chemistry 1	} 6	(54)
†French		(63)
†German		(73)
†Greek		(71)
†Latin		(67)
*History 1		(80)
†Spanish		
Electives	3	

Junior Year

Psychology	1½	(57)
Ethics or Sociology	1½	(79)
Electives	12	

Senior Year

Electives	14	
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* Chemistry 1, Biology 2, and History 1 must be completed by the end of the junior year.

† Students must continue for one year the language or languages offered for entrance. At least one language that was offered for entrance must be continued for two years in college.

At least two years of work, including the work accepted for entrance, must be done in every language counting toward entrance or toward a degree.

The electives must be distributed as follows: (1) A major subject of not less than nine hours in one department; (2) A minor subject of not less than six hours in one department; (3) Free electives of not less than fourteen hours or enough to make a total of sixty hours. The choice of the major subject must be made by the end of the sophomore year and all electives must be approved by the head of the department in which the student elects her major subject.

Major courses may be selected in any one of the following departments: (1) Education, (2) English, (3) French, (4) German, (5) History, (6) Latin, (7) Mathematics, (8) Religious Education, (9) Science.

Minor courses may be selected in any one of the departments that offers major courses or in the department of Greek or Spanish.

Free electives may include any subject offered as a major or a minor, not previously included in the major or minor course, or may include Cooking, Geology, Household Management, Art History, Art Education, or Theoretical course in Music.

Outline of Course for the B.S. Degree in Home Economics

Freshman Year

Subject	Credit Hours	Page
Chemistry 1	3	(54)
English Composition 1	3	(61)
*French }	3	(64)
*German }		(66)
*Greek }		(73)
*Latin }		(71)
*Spanish }		(80)
Mathematics	4	(73)
Physiology (Elementary)	1½	(52)
† Elective (2d semester)	1½	
<hr/>		
Total	16	

Sophomore Year

Biology	3	(52)
Chemistry 2	3	(54)
Cooking 1	3	(69)
English Literature 1	3	(62)
*French	}	(64)
*German		(66)
*Greek		(73)
*Latin		(71)
*Spanish		(80)
<hr/>		
Total	15	

* One of the languages offered for entrance must be continued for at least two years.

† A.B. required subjects or electives not already taken.

Junior Year

Subject	Credit Hours	Page
History 1	3	(67)
Household Management	2	(70)
Physics	3	(75)
Psychology	1½	(57)
Bible		(76)
Education }	4½	(55)
Ethics }		(79)
† Elective	4	
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Total	15	

Senior Year

Cooking 2	1½	(69)
Dietetics	1½	(70)
Economics }		(69)
Education }	3	(55)
† Elective	9	
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Total	14	

† A.B. required subjects or electives not already taken.

SCHEDULE OF RECITATIONS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00		Chemistry 1 (a) Education 41 English Comp. 1 (a) English Lit. 1 (a) French B (a), (b) German 1 Mathematics 1 (a) Physiology (El.) Psychology	Biology French B (a), (b) History 6 Latin Mathematics 1 (a) Religious Ed. 5	Chemistry 1 (a) Education 41 English Comp. L (a) English Lit. L (a) German 1 Physiology (El.) Psychology	Biology English Comp. 2 French B (a), (b) History 6 Mathematics 1 (a) Religious Ed. 5	Chemistry 1 (a) Education 41 English Com. L (a) Eng. Lit. 1 (a), (b) French B (a), (b) German 1 Mathematics 1 (a) Physiology (El.) Psychology
10:00	Education 20, 21 English Comp. 1 (b) English Lit. 1 (b) History 1 (a) Latin 1 (a) Mathematics Physics Religious Ed. 11	Chemistry 1 (b) Economics Education French B (c) French 1 (a) French 2 Latin 1 (b) Religious Ed. 7	Chemistry 4 Education 20, 21 English Comp. 1 (b) English Lit. 1 (b) French B (c) History 1 (a) Latin 1 (a) Mathematics 3 Physics Religious Ed. 11	Chemistry 1 (b) Cooking 1 Economics Education 33, 44 French 1 (a) French 2 Latin 1 (b) Religious Ed. 8	Education 20, 21 English Comp. 1 (b) English Lit. L (b) French B (c) History 1 (a) Latin 1 (a) Mathematics 3 Physics Religious Ed. 11	Chemistry 1 (b) Chemistry 4 Economics Education 33, 44 French B (c) French 1 (a) French 2 Latin 1 (b)
11:00	Cooking 3 Dietetics English Lit. 2 History 3 Mathematics 2 Religious Ed. 9	Cooking 2 English Comp. 1 (c) English Lit. 2 French A German A History 5 Latin 0 Latin 1 (c) Mathematics 5 Physiology (Adv.) Religious Ed. 1	Dietetics Education 31 English Lit. 2 French A German A History 3 Latin 0 Mathematics 2 Religious Ed. 9	English Comp. 1 (c) History 5 Latin 1 (c) Mathematics 5 Physiology (Adv.) Religious Ed. 1	Dietetics Education 31 English Lit. 2 French A German A History 3 Latin 0 Mathematics 2 Religious Ed. 9	English Com. 1 (c) French A German A History 5 Latin 0 Latin 6 Mathematics 5 Physiology (Adv.) Religious Ed. 1

SCHEDULE OF RECITATIONS—Continued

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
12:00	Cooking 2 Education 42, 43 History 1 (b) Latin 6 Mathematics 1 (b)	Chemistry 2 Education 10, 11, 40 French A (c) French 1 (b) French 3 Household Management Latin 4 Mathematics 1 Spanish A	Education 42, 43 French A (c) History 1 (b) Latin 6 Spanish A	Chemistry 2 Education 10, 11, 40 French 1 (b) French 3 Household Management Latin 2 Mathematics 1	Education 42, 43 French A (c) French 1 (b) History 1 (b) Latin 1 (c) Mathematics 1 (b) Spanish A	Chemistry 2 Education 10, 11, 40 French A (c) French 3 Latin 2 Spanish A
1:30	Chemistry 1 (c) English Comp. 1 (d) History 1 (c)	English Comp. 1 (e) English Lit. 1 (c) History 1 (d) Mathematics 1 (c) Spanish B	Art History 1 Chemistry 1 (c) English Comp. 1 (d) English Comp. 3 History 1 (c) Mathematics 1 (c) Spanish B	Art History 2 English Comp. 1 (e) English Lit. 1 (c) History 1 (d)	Art History 1 Chemistry 1 (c) English Comp. 1 (d) History 1 (c) Mathematics 1 (c) Spanish B	English Com. 1 (e) English Lit. 1 (c) History 1 (d) Mathematics 1 (c) Spanish B
2:30		English Lit. 3 Mathematics 4	Art Education	English Lit. 3 Mathematics 4	Art Education	English Lit. 3 Mathematics 4

SCHEDULE FOR LABORATORY WORK

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1:30	Biology 1 (a)					
2:30	Biology 1 (a) Chemistry 1 (a) Chemistry 2 Cooking 3	Biology (b) Chemistry 1 (b) Cooking 1 (a)	Biology (c) Chemistry 1 (c) Cooking 1 (b)	Biology (a) Chemistry 1 (a) Cooking 3	Biology (b) Chemistry 1 (b) Cooking 1 (a)	Biology (c) Chemistry 1 (c) Cooking 1 (b)
3:30	Chemistry 1 (a) Chemistry 2 Cooking 3	Biology (b) Chemistry 1 (b) Cooking 1 (a)	Biology (c) Cooking 1 (b) Chemistry 1 (c)	Biology (a) Chemistry 1 (a) Cooking 3	Biology (b) Chemistry 1 (b) Cooking 1 (a)	Biology (c) Chemistry 1 (b) Cooking 1 (b)
4:30		Cooking 1 (a)	Cooking 1 (b)			

Courses of Instruction

I. Biology

JULIA MOESEL HABER, *Professor.*

DR. ELIZABETH DELIA DIXON CARROLL, *Professor of
Physiology and Hygiene.*

1. Elementary Physiology and Hygiene.

Required of B.S. freshmen. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 9.

This course includes a study of the general structure of the body, digestion, circulation, respiration, and the nervous system.

TEXT.—Martin, *Human Body, Briefer Course.*

2. General Biology.

Required of sophomores and open to other college students. Three hours a week for a year. Two hours lecture and recitation and four hours laboratory. Lectures: Wednesday, Friday, 9:00. Laboratory: Sec. (a), Monday, 1:30-3:30, and Thursday, 2:30-4:30; Sec. (b), Tuesday, Friday, 2:30-4:30; Sec. (c), Wednesday, Saturday, 2:30-4:30.

This course during the first semester includes a detailed study of protoplasm and cell structure as exemplified by animal life. The earthworm is chosen as a representative animal, and its varied systems of organs are considered. The general subject of animal physiology is introduced and the variation in structure of the different systems of organs is emphasized.

During the second semester protoplasm and cell structure found in plant life are studied and the distinguishing features are noted. A representative plant, such as the fern, is chosen and the cell structure of its various tissues considered. The general subject of plant physiology is introduced and the vegetal and reproductive processes in various plants considered. During the closing weeks of the year classification of both animal and plant life is emphasized and studied by means of numerous field trips.

Laboratory fee, \$2.50.

3. Physiology and Hygiene, Advanced.

Open to juniors and seniors. Three hours a week for a year.
Tuesday, Thursday, Saturday, 11.

First semester. Physiology: The general structure and composition of the human body; the nervous system; digestive, circulatory, and respiratory systems; secretion and excretion; blood and lymph; reproduction.

Second semester. Hygiene: The course includes the subjects of exercise, bathing, clothing, etc.; contagion and infection; disinfection; the hygienic arrangement of the sick room. •

A course is given in "First Aid" as arranged by the American Red Cross. Those who pass the examination in this course will be given a Certificate from the American Red Cross.

TEXT AND REFERENCE BOOKS.—Kirk, *Handbook of Physiology*; Flint, *Human Body*; Martin, *Human Body*; Schaffer and Flint, *American Text-book of Physiology*; Gray, *Anatomy*.

3. Botany.

Open to juniors and seniors. Three hours a week for the first semester.

A study of Botany, including morphology and physiology of all groups of the plant kingdom. Considerable time will be given to the analysis and classification of plants.

4. Zoölogy.

Open to juniors and seniors. Three hours a week for the second semester.

A study of representatives of all the groups of the animal kingdom and a comparative study of vertebrates.

II. Chemistry

LULA GAINES WINSTON, *Professor.*

LUCRETIA DOUGLAS BAKER, *Associate Professor.*

1. General Chemistry.

Required of freshmen. Three hours a week for a year. Three hours lecture and recitation a week, and four hours laboratory. Lectures: Sec. (a) Tuesday, Thursday, Saturday, 9; Sec. (b) Tuesday, Thursday, Saturday, 10; Sec. (c) Monday, Wednesday, Friday, 1:30. Laboratory: Sec. (a) Monday, Thursday, 2:30-4:30. Sec. (b) Tuesday, Friday, 2:30-4:30. Sec. (c) Wednesday, Saturday, 2:30-4:30. Sec. (d) Wednesday, Friday, 11:00-1:00.

This course includes a study of the occurrence, preparation, and properties of important metallic and nonmetallic elements and compounds. The historical development of the subject is traced, and the fundamental principles of Chemistry are discussed as far as possible. Special emphasis is laid upon the practical application of the science to daily life.

The laboratory exercises are devoted to the preparation and study of certain important elements and compounds.

Laboratory fee, \$5.

2. Organic Chemistry.

Required of sophomores in the B.S. course. Open to other students who have completed Chemistry 1. Three hours a week for a year. Lectures: Tuesday, Thursday, Saturday, 12. Laboratory: Monday, Thursday, 2:30-4:30.

The lectures are taken up with the study of the hydrocarbons and their derivatives, including such substances as are of interest and importance, as ether, alcohol, vinegar, glycerine, fats, soaps, sugar, starch, etc. The laboratory periods for the first semester are given to exercises in qualitative analysis, while the remainder of the year is devoted to organic preparations.

Laboratory fee, \$5.

3. Quantitative Analysis.

Open to students who have completed Chemistry 1 and 2. Six hours of laboratory work a week for a year. Elective in the A.B. and B.S. courses, two hours credit.

The year is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

4. Applied Chemistry.

Open to students who have completed Chemistry 1 and 2. Two hours a week for fall semester. Elective in the A.B. and B.S. courses, one hour credit.

This is an introduction to the study of commercial methods of manufacturing chemical products, the sources of raw materials, and the equipment required.

5. History of Chemistry.

Open to students who have completed Chemistry 1 and 2. Two hours a week for spring semester. Elective in the A.B. and B.S. courses, one hour credit.

This course is intended to give a general view of the development of the science of Chemistry, together with brief biographical sketches of the leading workers in this field of study.

III. Education and Psychology

EDWIN MCKOY HIGHSMITH, *Professor.*

EVELYN MILDRED CAMPBELL, *Associate Professor.*

The courses in this department are intended primarily for students who are preparing to teach. They have been so worked out that students properly electing work become eligible for full professional certification in North Carolina.

All courses listed count toward the professional certificates.

Students will be required to adhere strictly to their classification status in registering for courses in this department.

10. Elementary Psychology.

Elective for freshmen. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

Miss Campbell.

The attempt is to give students a working grasp of the more important bases of understanding the mental background to human behavior. Constant reference is made to applying the ideas developed to teaching situations.

Readings, Reports, Discussions, Notes.

TEXT.—*LaRue, Psychology for Teachers.*

11. Special Methods.

Elective for freshman. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 12.

Miss Campbell.

A continuation of Education 10, which is prerequisite. An introductory study of the best current methods of presenting the usual elementary school subjects.

Readings, Reports, Discussions, Notes.

TEXT.—*Charters, Teaching the Common Branches.*

20. Public Education in the United States.

Elective for sophomores. Three hours a week for the first semester. Monday, Wednesday, Friday, 10.

Mr. Highsmith.

A survey of the growth of public education in the United States with a study of current problems in the organization, administration and development of the State Educational agencies operative today.

Readings, Problems, Reports, Discussions, Notes.

TEXT.—*Cubberley, Public Education in the United States.*

21. Introductory Study of Rural Education.

Elective for sophomores. Three hours a week for the second semester. Monday, Wednesday, Friday, 10.

Mr. Highsmith.

Analysis of Rural Life in the United States today; a Study of the place of the public school in this Rural life.

Readings, Reports, Discussions, Notes, Text Study.

TEXT.—Cubberley, *Rural Life and Education*.

30. General Psychology.

Required of A.B. and B.S. juniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 9.

Mr. Highsmith.

A study is made of human behavior in its mental bearings. The relation of the nervous system to mental life is studied in some detail. An introductory course.

Simple experiments. Parallel readings.

Reports, Class Discussions, Notes.

Laboratory fee, \$5.

TEXT.—Breese, *Psychology*.

31. Educational Psychology.

Elective for juniors and seniors. Prerequisite, General Psychology. Three hours a week for the first semester. Monday, Wednesday, Friday, 11.

Mr. Highsmith.

Careful study of the learning process. The principles set forth are developed primarily from experiments and laboratory work. Teaching applications are deduced.

Parallel readings. Reports, Discussions. Full Notes.

Laboratory fee, including Text, \$2.50.

33. Child Study.

Elective for juniors and seniors. Prerequisite: General Psychology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 10.

Mr. Highsmith.

Hereditary forces operative in the life of a child. Physical development of children. Stages in their mental development. Interrelations of child's physical and mental growth. Moral development and training. Practical bearings of ideas and principles as formulated.

Readings, Reports. Class Discussions. Notes.

TEXT.—Norsworthy and Whitley, *Psychology of Childhood*.

40. History of Education.

Elective for juniors and seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 12.

Mr. Highsmith.

The effort is to equip students to understand the bearing of the History of Education on current practices and problems in the field of Education. From this viewpoint some guiding constructive principles of education are developed.

Readings, Reports, Problems, Discussions, Notes.

TEXT.—Cubberley, *The History of Education*.

41. Methods of Studying and Methods of Teaching How to Study.

Elective for juniors and seniors. Prerequisite: General Psychology. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 9.

Mr. Highsmith.

A course in Applied Psychology. Students investigate the methods of study that have been proved most economical and sound. Devices and technique for teaching elementary and high school students how to study are worked out in some detail.

Notes, Class Discussions, Readings, Reports.

TEXT.—McMurry, *How to Study*.

42. School Hygiene.

Elective for juniors and seniors. Three hours a week for the first semester. Monday, Wednesday, Friday, 12.

Mr. Highsmith.

The course sets up ideal and practical standards in reference to location and equipment of school sites and buildings, for conservation of health and energy of school children. Medical inspection; school-room lighting and ventilation; the hygiene of instruction; these and related topics make up the basis of discussion.

Readings, Reports, Problems, Discussions, Notes.

TEXT.—Dresslar, *School Hygiene*.

43. Educational Measurements. Mental Measurements.

Elective for juniors and seniors. Prerequisite: General Psychology. Monday, Wednesday, Friday, 12.

Mr. Highsmith.

The courses in Educational Measurements and in Mental Measurements will be given in alternate years. The one in Educational Measurements will be given in 1921-22. A study of the derivation, application, scoring, and uses of these tests. Elementary Statistical methods sufficient for understanding above topics in a practical way. Tests studied and administered as part of term's work.

Readings, Discussions, Notes.

Laboratory fee, \$1.50.

TEXT.—Monroe, DeVoss and Kelly, *Educational Tests and Measurements*.

44. School and Classroom Management.

Elective for juniors and seniors. Prerequisite or parallel: General Psychology. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 10.

Mr. Highsmith.

A study of the management problems the modern teacher meets in attempting to realize the specific aims of her work. Involves a statement of these aims, and of the means at hand for their realization. Much parallel reading is done in finding advanced ideas in management on detailed problems the course develops. A critical study.

Notes, Reports, Discussions.

TEXT.—Strayer and Englehardt, *The Classroom Teacher*.

*[45. Problems in Secondary Education.

Elective for juniors and seniors. Prerequisite: General Psychology. Three hours a week for the second semester. Monday, Wednesday, Friday, 11.

Mr. Highsmith.]

†[46. Principles of Supervision.

Elective for juniors and seniors. Prerequisite: General Psychology. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 10.

Mr. Highsmith.]

50. Practice Teaching.

Elective for seniors majoring in Education. Hours and credits to be arranged with the Head of Education Department.

51. Special Methods of Teaching French.

Elective for seniors. One hour a week for the year. Hour of recitation to be arranged. This course is outlined as French 4.

Miss Allen.

52. Special Methods of Teaching History.

Elective for seniors. Two hours a week for the first semester. Hours of recitation to be arranged. This course is outlined as History 6.

Mr. Riley.

53. Special Methods of Teaching Home Economics.

Elective for seniors. Three hours a week for the second semester. Hours of recitation to be arranged. This course is outlined as Home Economics 6.

Miss Normington.

54. Special Methods of Teaching Latin.

Elective for seniors. One hour a week for a year. Hour of recitation to be arranged. This course is outlined as Latin 5.

Miss Law.

55. Special Methods of Teaching Mathematics.

Elective for seniors. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 11. This course is outlined as Mathematics 5.

Mr. Canaday.

* Not given 1921-1922. Education 31 and 45 given in alternate years.

† Not given 1921-1922. Education 44 and 46 given in alternate years.

56. Special Methods of Teaching Public School Music.

Elective for seniors. One hour a week for two years, Monday, 10; Thursday, 9. This course is outlined as Music Pedagogy 1 and 2.

Mrs. Ferrell.

IV. English

*ELIZABETH AVERY COLTON, *Professor.*

MARY SUSAN STEELE, *Associate Professor.*

AVIS LEONE KIDWELL, *Associate Professor.*

*MARY LYNCH JOHNSON, *Instructor.*

CARMEN LOU ROGERS, *Instructor.*

MARY JANE CARROLL, *Instructor.*

English Composition

1. Introductory Course.

Required of freshmen. Three hours a week for a year. Tuesday, Thursday, Saturday, 9, 11, 1:30; Monday, Wednesday, Friday, 10, 1:30.

Daily and weekly theme writing, with emphasis on exposition. Weekly conferences. Study of selected masterpieces of literature. Required reading.

2. Intermediate Course in Expository Writing.

Required of all juniors who need special drill in structure. One hour a week for the first semester. Friday, 9.

3. Description and Narration.

Elective for juniors and seniors. One hour a week for the first semester. Hour to be arranged.

The principles of artistic description, and the study of the short story. Practice in writing.

* On leave of absence 1920-1921: Miss Steele, Acting Head of the Department.

English Literature**1. Outline History of English Literature.**

Required of sophomores. Three hours a week for a year.
Tuesday, Thursday, Saturday, 9-1:30; Monday, Wednesday,
Friday, 10.

The object of this course is to give the student a general survey of English literature and to prepare her for more specialized work. The course is conducted by lectures and by critical study of selected masterpieces. The lectures follow the course outlined in Greenlaw's *Syllabus of English Literature*. Papers, or written reviews, every four weeks.

2. English Drama through Shakspeare.

Open to juniors and seniors. Three hours a week for a year.
Hours to be arranged.

This course attempts to trace the development of the drama from the Easter Mystery to Shakspeare; to observe the structure and artistic principles of the Elizabethan drama; and to note the development of Shakspeare's art and his place in Elizabethan literature. Most of Shakspeare's plays are read in chronological order; several are studied closely.

***[3. English Poetry of the Nineteenth Century.**

Open to juniors and seniors. Three hours a week for a year.
Wednesday, Friday, 1:30, Saturday, 12.

Careful study of Wordsworth, Shelley, Keats, Tennyson, and Browning; selections from Coleridge, Byron, Scott, Landor, Arnold, Rossetti, Morris and Swinburne.]

4. The English Novel.

Open to juniors and seniors. Three hours a week throughout the year.

A survey of the development of the novel, beginning with the sixteenth century.

5. An Introductory Course in Literary Criticism.

Open to seniors. Three hours a week for the second semester.

* Not given 1921-1922. Given alternate years.

V. French

CATHERINE ALLEN, *Professor.*

BEATRICE MARY TEAGUE, *Associate Professor.*

HELEN F. EPLER, *Associate Professor.*

EVA LOUISE DEAN, *Instructor.*

A. Elementary French.

A course for those who do not offer French for entrance. Four hours a week for a year. Counts one unit or three hours. Sec. (a) and (b), Tuesday, Wednesday, Friday, Saturday, 11; Sec. (c), Tuesday, Wednesday, Friday, Saturday, 12.

Careful drill in phonetics and practice in easy conversational idioms. A thorough knowledge of rudiments of grammar, including the essentials of syntax with the mastery of the more common irregular verbs. The reading of 200 to 300 duodecimo pages of graduated texts. The ability to write from dictation easy French sentences.

Bruce's *Grammaire Francaise* and Fraser and Squair's *French Grammar* are recommended as standard grammars. The texts suggested for reading are selected from the following:

Walter-Ballard, *Beginner's French: Méras et Roth, Petit Contes de France*; or Guerber, *Contes et Légendes*; Mairret, *La Tâche du Petit Pierre*; Lavissee, *Histoire de France, Cours Elementaire*; Ballard, *Stories for Oral French*.

B. Elementary French.

Open to those who have completed Elementary French A, or who offer one unit of French for entrance. Four hours a

week for a year. Counts one unit or three hours. Sec. (a) and (b), Tuesday, Wednesday, Friday, Saturday, 9; Sec. (c), Tuesday, Wednesday, Friday, Saturday, 10.

Grammar continued. Exercises in Composition dictation and conversation. Reading from texts selected from the following:

Labiche et Martin, *Le Voyage de M. Perrichon*; or Augier, *Le Gendre de M. Poirier*; George Sand, *La Mare au Diable*; Lamartine, *La Révolution Française*; Mérimée, *Colomba*; Daudet, *Contes Choisis*; Pattou, *Causeries*; François French *Prose Composition*, Part I.

Intermediate French.

For those who offer four units in Latin. Elementary French A and B will be combined and the work completed in one year, provided such students can give the time necessary for the intensive study required. Fours hours a week.

1. French Prose of the Nineteenth Century.

Open to students who have completed French B or who offer two units of French for entrance. Three hours a week for a year. Sec. (a), Tuesday, Thursday, Saturday, 10; Sec. (b), Tuesday, Thursday, Friday, 12.

French will be the language of the classroom. Advanced Grammar and Composition, conversation, résumés oral and written of texts read.

General survey of the history of French Literature, with especial stress upon the eighteenth and nineteenth century literature. The works of representative novelists and dramatists of the nineteenth century will be studied.

2. French Drama of the Seventeenth Century.

Open to those who have completed course 1. Three hours a week for a year. Tuesday, Thursday, Saturday, 10.

Lectures are given on the earlier French drama and the institutions which have determined the evolution of the classic drama.

Hotel de Rambouillet. Académie Française. Corneille is studied in the *Cid*, *Horace*, *Polyeucte*; Molière in *Le Bourgeois Gentilhomme*, *Les Précieuses Ridicules*, *Tartuffe* or *Le Misanthrope*, *L'Avare*; Racine in *Athalie*, *Andromaque*.

3. French Poetry.

Open to those who have completed course 2. Three hours a week for a year. Tuesday, Thursday, Saturday, 12.

The middle ages; the poetry of chivalry, the courtly lyric of the fourteenth and fifteenth centuries. The sixteenth century, court and religious poetry. The seventeenth century, reform in poetry, the lyric element in the work of the classic writers. The eighteenth century, the end of classicism; the nineteenth century, romantic poetry, Parnassian poetry, contemporary poetry.

4. French Composition and Conversation.

This course is planned to meet the difficulties of those intending to teach French and to render their work more effective. Open primarily to seniors who are taking major work in French. One hour a week for a year.

VI. German

CATHARINE ALLEN, *Professor.*

A. Elementary German.

This course is intended to give students an opportunity to begin the study of German and to acquire a practical knowledge of the language. Four hours a week for a year. Counts one unit or three hours. Tuesday, Wednesday, Friday, Saturday, 11.

Grammar, prose composition, drill in phonetics, reading of short stories and plays by modern writers, conversation, dictation. Texts will be selected from the following:

Zinnecker *Deutsch für Anfänger*; Ballard and Krause, *Short Stories for Oral German*; Müller and Wenckebach, *Glück Auf*; Storm, *Immensee*; Wilhelmi, *Einer muss heiraten*; Anderson, *Bilderbuch ohne Bilder*; Arnold, *Fritz auf Ferien*; Thomas, *Practical German Grammar*.

B. Elementary German.

Open to students who have completed one year of German. Four hours a week throughout the year. Counts one unit or three hours.

Study of Grammar continued. Reading, prose composition and conversation. Themes in simple German are based upon texts read. Texts for class study:

Heyse, *L'orrabiata* or *Das Madschen von Treppi*; Allen *Vier Deutsche Lustspiele*; Hatfield, *German Lyrics and Ballads*; Hillern, *Höher als die Kirche*; Wildenbruch. *Das Edle Blut*; Freitag. *Die Journalisten*.

Intermediate German.

For those who offer four units in Latin. Elementary German A and B will be combined and the work completed in one year, provided such students can give the time necessary for the intensive study required. Four hours a week.

1. German Literature.

This course will be conducted in German and presupposes a good knowledge of German Grammar and the ability to understand simple German. Three hours a week throughout the year. Tuesday, Thursday, Saturday, 9.

Introduction to German Literature. Outline of the History of German Literature up to and through the classical period. Reading of selected dramas and poems of Lessing, Schiller and Goethe, with a study of their lives.

Grammar, composition and conversation continued.

2. German.

Goethe's *Faust*, first semester. Development of the Faust legend. Lectures, discussions, papers. Exercises in German syntax.

Nineteenth Century Literature, second semester. A rapid survey of the origin, growth and influence of the chief literary movements of the century, such as romanticism, etc. Reading of representative works of the most important authors of the period.

3. German Lyric Poetry.

Three hours a week.

Representative German lyric poetry from the early modern period *Volkshied* to the death of Heine, with special reference to the Romantic School.

German conversation. Open only to seniors and juniors. Conversation will be based on subjects connected with modern Germany, its life, customs and institutions. The student will have an opportunity to acquire fluency and accuracy in the use of the language, a good working vocabulary and much valuable information. This course is also intended to anticipate problems which the teacher of German is likely to meet.

VII. History and Economics

SAMUEL GAYLE RILEY, *Professor*.

History

1. European History.

Required of all students in freshman or sophomore year. Three hours a week for a year. Sec. (a), Monday, Wednesday, Friday, 10; Sec. (b), Monday, Wednesday, Friday, 12; Sec. (c), Monday, Wednesday, Friday, 1:30; Sec. (d), Tuesday, Thursday, Saturday, 1:30.

The course is conducted by means of informal discussions, recitations, occasional hour examinations, and a final examination at the close of each semester.

Each student is required to keep a loose-leaf note-book and to do a large amount of collateral reading. There are one or two special papers during the year. Besides the subject-matter of the paper, emphasis is placed on the best way to get and arrange historical material.

*[2. English History.

Open to those who have completed History 1 or an equivalent. Three hours a week for a year. Tuesday, Thursday, Saturday, 11.

First semester: England from the earliest historic times through the Revolution of 1688-1689.

Second semester: From William and Mary to the present time.

The method of work is similar to that of History 1, but more advanced. Special emphasis is placed on the relations between England and America.]

3. Colonial and United States History to 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year.
Monday, Wednesday, Friday, 11.

As the students have unusual opportunities for study at the State Library, much of the work of the class is done there.

*[4. History of the United States since 1829.

Open to A.B. and B.S. seniors. Three hours a week for a year.]

5. Modern and Contemporary European History.

Open to those who have completed History 1 or an equivalent.
Tuesday, Thursday, Saturday, 11.

First semester: Europe from the Congress of Vienna to 1871.

Second semester: Recent European History, 1871 to the present time.

6. Teaching of History.

For seniors majoring in History. Two hours a week for the first semester. Hour to be arranged.

A study of the problems of the history teacher in elementary and secondary schools.

Text-book, Readings, Lectures, and Reports.

* Not given in 1921-1922. History 3 and 4, and 2 and 5 are given in alternate years.

Economics

1. Principles of Economics.

Required of B.S. juniors and open to A.B. juniors and seniors. Three hours a week for a year. Tuesday, Thursday, Saturday, 10.

First semester: The rise of modern industry, its expansion in the United States; and the principles of production, exchange, distribution, and consumption.

Second semester: The application of economic principles to such important problems as money, credit, and banking, the tariff, the labor movement, monopolies, railroads, trusts, taxation, and economic reform.

TEXTS REQUIRED.—Seager, *Principles of Economics*; Hamilton, *Current Economic Problems*.

VIII. *Home Economics

OLIVE L. NORMINGTON, *Professor*.

Cooking

1. Cooking.

Required of sophomores in the B.S. course. Open to other college students who have completed Physiology I. One lecture and two laboratory periods (one of three and one of two hours) each week throughout the year. Three hours credit. Lecture, Thursday, 10.

The aim of this course is to give a knowledge of the composition and fundamental principles and processes involved in the preparation, preservation, and serving of foods, and to develop skill in the technique of cookery.

2. Cooking.

Elective for juniors and seniors in the B.S. course who have completed Chemistry 2 and Cooking 1. One lecture and two laboratory periods of two hours each per week. Three hours credit. Lecture, Tuesday, 11.

* Maximum credit allowed toward A.B. degree is six hours.

This is a course in advanced cooking and meal serving. Food composition and combinations are studied in connection with the planning, preparation, and serving of typical meals. Special attention is given to the balancing of foods, the cost, and the various conditions affecting food questions.

3. Cooking.

Required of seniors in the B.S. course. Open to other students who have completed Cooking 1 and Chemistry 2. One lecture and one laboratory period of three hours a week the second semester. Five hours of work a week outside of class is required. One and one-half hours credit. Lecture, Monday, 11.

This course is the summation of the principles studied in Cooking 1 and Dietetics with the emphasis on the application of the principles of food requirements to invalid diet.

4. Dietetics.

Required of seniors in the B.S. course. Open to other students who have completed Cooking 1 and Chemistry 2. Three hours a week for the first semester. One and one-half hours credit. Monday, Wednesday, Friday, 11.

The aim of this course is to give a knowledge of the nutritive requirements of the body in health, disease, and under varying conditions of environment, age, occupation, etc. Special attention is given to the study of a few pathological conditions especially affected by diet.

5. Household Management.

Required of juniors in the B.S. course. Open to juniors and seniors in other courses. Two hours a week for a year. Tuesday, Thursday, 12.

The aim of this course is the application of scientific principles to the problems of the modern home maker. The apportionment of time and income, the efficient organization and the history of the family, and its economic and social relationships are discussed.

6. Home Economics Teaching.

Elective for seniors of the B.S. course. Three hours a week for the second semester.

This course is given to prepare Home Economics students for teaching. It includes a careful study of the means and methods of Home Economics instruction, the equipment of laboratories, and plans for practical work. Special instruction is given both in the science and art of Home Economics. Text-book reading, lectures, and practice teaching.

Sewing

1. Sewing.

Open to juniors and seniors. Two laboratory periods of two hours each a week throughout the year. No credit is allowed for this course.

This course includes instruction and practice in plain hand and machine sewing, the study of textiles, and the use of commercial patterns.

IX. Latin and Greek

HELEN HULL LAW, *Professor*.

0. Latin. Virgil; Latin Prose Composition.

This course is designed for those who offer only three units in Latin for entrance and counts three hours toward a degree.

a. Virgil, *Æneid*. Three hours a week for a year. Tuesday, Wednesday, Friday, 11.

b. Latin Prose Composition. One hour a week for a year. Saturday, 11.

TEXT.—Barss, *Writing Latin II*.

1. Livy, Horace; Latin Prose Composition.

Required of candidates for the A.B. degree. Open to those who offer four units of Latin for entrance. Three hours a week for a year.

Sec. (a), Tuesday, Thursday, Saturday, 10; Sec. (b), Tuesday, Thursday, 11; Friday, 12; Sec. (c), Monday, Wednesday, Friday, 10.

a. Livy, first semester.

Selections from Books XXI and XXII (Westcott); study of Livy's style and Livy as a historian.

b. Horace, the second semester.

Selections from the *Odes* and *Epodes* (Smith); History of the Augustan age; the life and personality of Horace; metres and literary style.

c. Latin Prose Composition.

Prepared and sight exercises.

2. Cicero; Latin Poets.

Open to those who have completed Latin 1. Two hours a week for a year. Thursday, Saturday, 12.

a. Cicero, *Letters* selected to show personality of Cicero and the life of the times; *De Amicitia*; Cicero's views concerning friendship compared with those of modern writers.

b. *Latin poetry*; selections from the poems of Catullus, Tibullus, Propertius, and Ovid; style, metres, development of the Roman elegy; Alexandrian school of poetry.

*[3. Tacitus, Pliny, Horace.

Open to juniors and seniors. Two hours a week for a year. Wednesday, Friday, 9.

a. First semester: Tacitus, *Agricola*; Roman biography; study of the style of Tacitus.

Pliny, *Letters*; Roman life as portrayed by Pliny.

Martial, *Epigrams* (Sight reading).

b. Second semester: Horace, *Satires* and *Epistles*; Horace, the man, the satirist, the philosopher, the literary critic.]

4. Roman Private Life. Outline History of Latin Literature.

Open to all who have completed Latin 1. One hour a week throughout the year. Tuesday, 12. Lectures and assigned reading.

* Latin 3 and 6 are given in alternate years. Latin 3 will not be given in 1921-1922.

5. Latin Prose Composition.

One hour a week throughout the year.

Advanced prose composition and study of the principles of Latin syntax; methods of teaching Latin in secondary schools. Designed especially for those expecting to teach.

6. Latin Comedy; Virgil.

Open to juniors and seniors. Two or three hours a week for a year. Monday, Wednesday, 12; Saturday, 11.

a. First semester: Latin comedy; selected plays of Terence and Plautus; Roman theatrical antiquities; origin and development of Latin comedy.

b. Second semester: Virgil, *Eclogues*, *Georgics*, and *Æneid*, Books VII-XII. Virgil as the great national poet; his influence on later literature.

Greek

* 1. Elementary Course.

Open to all college students. Three hours a week for a year. White, *First Greek Book*; Xenophon; *Anabasis*. Monday, Wednesday, Friday, 11.

* 2. Elementary Course continued.

Open to those who have completed Greek 1. Three hours a week for a year.

Homer, Selections from the *Iliad*; Plato, *Crito*, *Apology*, and selections from the *Phædo*.

X. Mathematics

ERNEST F. CANADAY, *Professor*.

1. Solid Geometry, College Algebra, and Plane Trigonometry.

Required of freshmen in the A.B. and B.S. courses; open to other college students. Four hours a week for a year. Sec. (a), Tuesday, Wednesday, Friday, Saturday, 9; Sec. (b),

* Greek 1 and 2 given in alternate years. Greek 2 will not be given 1921-1922.

Monday, Tuesday, Thursday, Friday, 12; Sec. (c), Tuesday, Wednesday, Friday, Saturday, 1:30.

Solid Geometry, complete.

TEXT.—Slaught and Lennes, *Solid Geometry*.

Advanced Algebra. This work includes complex numbers, permutations, combinations, determinants, theory of equations, inequalities, and discussion of the binomial theorem for positive integral exponents.

TEXT.—Fite, *College Algebra*.

Plane Trigonometry.—Theory and application of the trigonometric functions, trigonometric analysis, graphical representation of the trigonometric functions, theory and use of the tables.

TEXT.—Wells, *New Plane Trigonometry*.

2. Analytic Geometry.

Open to students who have completed course 1. Three hours a week for a year. Monday, Wednesday, Friday, 11. Plane and (in part) Solid Analytic Geometry.

TEXT.—P. F. Smith and A. S. Gale, *New Analytic Geometry*.

3. Differential and Integral Calculus.

Open to students who have completed course 2. Three hours a week for a year. Tuesday, Thursday, Saturday, 10.

The fundamental principles of Differential and Integral Calculus and their application.

TEXT.—Townsend and Goodenough, *Essentials of Calculus*.

4. Differential Equations.

Open to students who have completed course 3. Three hours a week for a year. Tuesday, Thursday, Saturday, 2:30.

TEXT.—W. A. Murray, *Differential Equations*.

5. The Teaching of Mathematics. (Listed as Education 52.)

Elective for juniors and seniors. Three hours a week for a semester. Tuesday, Thursday, Saturday, 11.

TEXT.—To be selected.

XI. Physics and Geology

J. GREGORY BOOMHOUR, *Professor.*

1. General Physics.

Required of juniors in the B.S. course. Elective for other college students. Three hours a week. Three hours lecture and recitation and two hours laboratory. Lectures, Monday, Wednesday, Friday, 10.

This course includes a study of the elementary fundamental principles of Physics. The work consists of lectures, class demonstrations, occasional quizzes, and laboratory work based on Mechanics, Sound, Light, Heat, Magnetism, and Electricity. Special attention is given to the explanation of the phenomena of everyday life.

TEXT.—Black and Davis, *Practical Physics*. Laboratory Guide: Black, *Laboratory Manual in Physics*.

2. Advanced Physics.

Open to juniors and seniors. Three hours a week for a year.

A more advanced course in Physics arranged for those who are majoring in science. Particular attention is paid to Mechanics, Heat, Light, Electricity, and Magnetism, and their varied uses in the home and for commercial purposes.

GEOLOGY

Open to juniors and seniors. Three hours a week. Hours of recitation to be arranged.

First semester: Dynamical Geology and Physiography.

This course deals with natural phenomena which affect the earth's structure, such as weathering, volcanoes, earthquakes, erosion caused by waterways and glaciers; also, the varied changes of topography, including the life histories of rivers and lakes.

Second semester: Structural and Historical Geology.

In the second semester the earth's structure, and the varied changes which have taken place in animal and plant life as revealed by fossils, are studied.

TEXT.—Le Conte, *Elements of Geology*.

XII. Religious Education

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

EVELYN MILDRED CAMPBELL, *Associate Professor.*

1. Old Testament History.

Open to sophomores. Three hours a week for the first semester. Tuesday, Thursday, Saturday, 11.

This course gives a brief survey of Old Testament History. It aims to give a working knowledge of Old Testament History, to show the religious development of the people of Israel, to indicate the religious ideals of their great leaders, to discover Israel's contribution to human progress, and to prepare the pupil to appreciate the various forms of Old Testament literature.

TEXTS.—Crockett, *Harmony of Samuel, Kings, and Chronicles*; Willett, *The Prophets of Israel*.

2. Old Testament Literature.

Primarily for sophomores and juniors. Three hours a week for the second semester. Tuesday, Thursday, Saturday, 11.

The origin of the Old Testament books and their formation in a canon are considered. The collection of Old Testament writings is then viewed as a whole in order to get a true perspective of its different parts. Following this, representative selections are studied with a view to appreciating them as literature.

*[3. The Life of Christ.

Open to students from all classes. Three hours a week for the first semester. Monday, Wednesday, Friday, 10.

In this course the life of Jesus Christ is studied historically in the light of the political, social, and religious conditions of the time. His work and teaching are viewed in their various phases, and an effort is made to discover at their sources the influences that resulted in Christianity as a world religion.

TEXTS.—Stevens and Burton, *A Harmony of the Gospels*; Rhees, *The Life of Jesus of Nazareth*.]

* Not given 1921-1922.

*[4. History of the Apostolic Age.

Open to students from all classes. Three hours a week for the second semester. Monday, Wednesday, Friday, 10.

The course of New Testament History is traced from the death of Christ to the close of the first century. The origin of the various New Testament writings is noted, especially the conditions that called them forth, and the purpose of their writers. The contents and teachings of the New Testament books, except the Gospels, are studied. The course aims to provide such introductory background as will enable the student to read all parts of the New Testament with understanding and appreciation.

TEXTS.—Burton, *The Records and Letters of the Apostolic Age*; Purves, *The Apostolic Age*.]

5. Old Testament Interpretation.

Open to students who have taken Bible 1. Two hours a week for the first semester. Wednesday, Friday, 9.

The principles of Biblical interpretation are applied in the study of representative books of the Old Testament.

6. New Testament Interpretation.

Open to students who have taken Bible 3 and 4. Two hours a week for the second semester. Wednesday, Friday, 9.

Pupils are taught to use the principles of interpretation so as to understand and appreciate the New Testament writings. Several of these, selected from the different groups of New Testament books, are studied.

7. Sunday School Pedagogy.

Open to students from all classes. One hour a week for a year. Tuesday, 10.

Miss Campbell.

This course deals with the various phases of modern Sunday school work. It includes Sunday school organization and manage-

* Not given 1921-1922.

ment, problems, aims, methods of teaching, pupils' characteristics, and a general view of the Bible as the teacher's text-book.

TEXTS.—Two or more books selected from the Normal Course of the Sunday School Board of the Southern Baptist Convention.

8. The Principles of Sunday School Teaching.

Open to students from all classes. One hour a week for a year.

This course involves practice in lesson construction, careful study of the methods of Sunday School Teaching, and observation in some of the Sunday schools of the city.

9. Foreign Missions.

Elective for freshmen and sophomores. Three hours a week for the first semester. Monday, Wednesday, Friday, 11.

This course aims to show the reasons for missions, the influence of missions, methods of mission work, and the agencies through which Southern Baptists carry on such work. Representative mission fields are studied, attention being given to such subjects as geography, racial and national characteristics, social conditions, religious needs, etc. Each year some country is selected for more detailed study, the method used for this part of the course being such as to prepare pupils for more effective work in mission societies. In the fall of 1921 the study will center in China and Japan.

10. Home Missions.

Elective for freshmen and sophomores. Three hours a week for the second semester. Monday, Wednesday, Friday, 11.

Various forms of mission work in the home land are studied. Special attention is given each year to some particular phase of this work, or to some important problem.

11. Pre-Reformation Church History.

Three hours a week for the first semester. Monday, Wednesday, Friday, 10.

This course covers the history of Christianity from the close of the Apostolic Age to the time of the Reformation. After a brief survey

of the field covered by the course, attention is centered on the influence of outstanding persons and the growth of ecclesiastical institutions. Lectures, parallel reading, and class discussion.

12. Church History From the Beginning of the Reformation to the Present.

Three hours a week for the second semester. Monday, Wednesday, Friday, 10.

The influences leading to the Reformation and its religious, political, moral and intellectual results are considered. Religious development from the Reformation to the present is traced, special attention being given to the rise of the leading denominations and the influence of representative leaders.

* 13. [Theism.

Elective for seniors. Three hours a week for the first semester.]

* 14. [Comparative Religion.

Elective for seniors. Three hours a week for the second semester.]

XIII. Social Science

LEMUEL ELMER McMILLAN FREEMAN, *Professor.*

1. Ethics.

Required of juniors in the A.B. and in the B.S. courses who do not take Sociology. Three hours a week for the first semester.

Historic types of morality are investigated. The general lines of moral development are noted. Representative ethical theories are examined. Present-day moral standards are investigated with a view to discovering the modification demanded by changing social conditions.

TEXT.—Dewey and Tufts, *Ethics*.

* Not given 1921-1922.

2. Sociology.

Elective for juniors or seniors in the A.B. and in the B.S. courses. Three hours a week for the second semester.

The development of social life is traced from its origin in primitive times to its present status in a democracy. Attention is then given to some of the most important social problems and the proposed methods of social reform.

TEXT.—Towne, *Social Problems*.

XIV. Spanish

BEATRICE M. TEAGUE, *Professor*.

A. Elementary Spanish.

Four hours a week for a year. Monday, Wednesday, Friday, Saturday, 12.

Thorough drill in pronunciation. Mastery of the essentials of grammar. Composition, reading, dictation and conversation. Phonetics.

TEXT.—Moreno Lacalle, *Elementos de Espanol*, *El Panorama*; Valera, *El Pajero Verde*; Moratin, *El Si de Las Ninas*; Espinosa, *First Spanish Reader*.

B. Elementary Spanish.

Four hours a week for a year. Tuesday, Thursday, Friday, Saturday, 1:30.

Grammar, prose, composition, reading and conversation.

TEXTS.—Espinosa, *Composition and Conversation*; Valdes *La Hermana San Sulpicio*; Galdos *Dona Perfecta*; Echegaray, *O Locura o Sanidad*; Calderon, *La Vida es Sueño*.

School of Music

Faculty of School of Music

DINGLEY BROWN, Mus.D.,

LONDON COLLEGE OF MUSIC, LICENTIATE, AND DOCTOR OF MUSIC; FELLOW SOCIETY
OF SCIENCE AND ARTS, LONDON.

DIRECTOR-PROFESSOR OF PIANO AND MUSIC

MRS. WILLIAM JASPER FERRELL,

GRADUATE OF NANSEMOND SEMINARY; PUPIL OF MRS. GREGORY MURRAY, OF
PHILADELPHIA; GRADUATE OF BURROWS KINDERGARTEN SCHOOL;
GRADUATE OF DUNNING KINDERGARTEN SCHOOL.

PROFESSOR IN MUSIC PEDAGOGY.

LAURA EIBERG, Mus.B.,

GOLD MEDALIST, AMERICAN CONSERVATORY OF MUSIC AND CHICAGO MUSICAL
COLLEGE, CHICAGO.

PROFESSOR OF PIANO.

BLANCHE E. SNIDER,

STUDENT OF DR. WM. CARVER WILLIAMS, OF COSMOPOLITAN SCHOOL, ELLEN
KINSMAN MANN, CHICAGO; DAVIE BISPHAM, N. Y.

PROFESSOR OF VOICE CULTURE.

ALICE F. STITZEL, B.Mus.,

CHICAGO MUSICAL COLLEGE, B.MUS.; STUDENT OF ELLEN KINSMAN MANN,
CHICAGO; A. Y. CORNELL, OF NEW YORK.

PROFESSOR OF VOICE CULTURE.

MARIE ADELE STILWELL,

STUDENT OF MME. LOUISE VON FEILEITZSCH, NEW YORK CITY; CHAS. BAKER, AND
LIZA LEHMANN.

PROFESSOR OF VOICE CULTURE.

MARTHA ALEXANDER MULLIN,

GRADUATE OF COOPER INSTITUTE, NEW YORK; STUDENT IN VON ENDE SCHOOL OF
MUSIC, NEW YORK; PUPIL OF MAX BENDIX, AND BISANSKA, NEW YORK; TEN
YEARS CONCERT EXPERIENCE IN UNITED STATES AND CANADA.

PROFESSOR OF VIOLIN.

WILHELMINA BAYER CROWELL,

STUDENT OF COLLEGE OF MUSIC, NEW YORK CITY; GUSTAV L. BECKER, NEW YORK;
HARMONY WITH HENRY HOLDEN HUSK AND FREDERICK SCHLEIDER.

PROFESSOR OF PUBLIC SCHOOL MUSIC.

MABEL AUGUSTA BOST,

PUPIL CINCINNATI CONSERVATORY OF MUSIC; GRADUATE OF BURROWS KINDERGARTEN SCHOOL; STUDIED WITH HAROLD MORRIS, NEW YORK.

ASSOCIATE PROFESSOR IN PIANO.

LEILA NOFFSINGER HORN, Mus.B.,

OBERLIN CONSERVATORY OF MUSIC, OBERLIN, O.; GRADUATE IN PIANO AND THEORY;
PUPIL IN PIANO OF MRS. MAUDE T. DOOLITTLE; IN THEORY OF
ARTHUR E. HEACOX; IN ORGAN OF PROF. J. F. ALDERFER.

ASSOCIATE PROFESSOR IN THEORY AND PIANO.

VIVIEN O'BRIEN, B.Mus.,

GOLD MEDALIST, AMERICAN CONSERVATORY, CHICAGO; PIANO PUPIL OF HENRIOT
LEVY; HARMONY, COUNTERPOINT AND ENSEMBLE WITH ADOLPH WEIDIG.

ASSOCIATE PROFESSOR IN PIANO.

Aim and Equipment

The school aims at the production of intelligent musicians of liberal culture in the various departments of work. Since it is generally recognized that in order to have a broad and thorough knowledge of the science and appreciation of music one must also be trained along other lines, a literary requirement for entrance and also for graduation is made in addition to the special music and theoretical work.

The school is equipped with forty upright pianos, four grand pianos, one pedal piano, two organs, and a library of records of standard compositions for use on the pianola, making a thorough equipment for technical and artistic teaching.

Admission to Music Classes

A. Literary requirements.

B. Musical and technical requirements.

A. *Literary requirements.*

For full admission to the freshman class a candidate must offer fifteen units of the entrance requirements for the A.B. or B.S. degree. For a detailed description of these courses, see pages 33-41. A unit represents four one-hour recitations or five forty-five-minute recitations a week throughout a secondary school year.

Every candidate for a diploma in music must offer:

English	3 units
French	}
or	
German	
or	
Spanish	2 units
Elective*	10 units
<hr/>	
Total.....	15 units

* Any required or elective subjects allowed for entrance to the A.B. course may be offered (see page 33); also a half-unit or a unit in the Theory of Music will be accepted, according to the amount of time given to the work.

B. *Musical and technical requirements.*

Students are graded in Music according to the quality as well as to the quantity of work done; therefore, on entering they will be classified only tentatively until the value of their entrance Music can be determined. They will be assigned to teachers according to the grade of work which they are capable of doing. Resident students may study only with teachers engaged by the College.

Piano

First Year:

Arm and hand and wrist foundation work; hand and finger action combined with the proper use of the wrist and arm.

Scales: All major and minor scales in one octave, separate hands; arpeggios in major and minor triads, alternating hands, ascending in first position, descending in second position.

Studies suggested: *Duvernoy, *Op. 176*, 2 Books; Köhler, *Op. 218* and *Op. 163*; Gurlitt, *197*; Mrs. Virgil, *Melodious Studies*, 2 books.

Pieces suggested: Dennée, *Petite Valse*; Gurlitt, *The Fair*; Neidlinger, *Water Sprites*; Pfeffercorn, *Cradle Song*; Ambrose, *Slumber Song*; Gurlitt, *Song Without Words*, *Morning Song*; Reinecke, *Evening Peace*, *Barcarolle*, *At Sunset*, *Melody*; Rummel, *Romance*; Rogers, *Courtly Dance*; Thomé, *Remembrance*, *Cradle Song*.

Second Year:

Scales: Further development of technical work; all major and minor scales, two octaves, one and two notes to M.M. 60; triads and dominant seventh arpeggios, alternating hands.

Studies suggested: Köhler, *Op. 242* and *Op. 171*; Burgmüller, *Op. 100*; Gurlitt, *Op. 198*.

Sonatina: *Clementi, *Sonatina in C Major No. 1* or its equivalent required.

Pieces suggested: Heller, *L'Avalanche*, *Curious Story*; Schumann, *Album for the Young*; Gurlitt, *Wanderer's Song*; Lynes, *Rondoletto*. *Fairy Story*, *Hunting Song*.

Third Year:

Scales: Further development of technical work; all major and minor scales, one, two, and four notes to M.M. 60; triads; dominant and diminished seventh arpeggios.

Exercises: Wolff, *Der Kleine Pischna*.

Bach: *First Year Bach*, arranged by Foote.

Studies: *Köhler, *Op. 50*; Foote, *First Year Händel*; Gaynor, *Pedal Studies*; Heller, *Op. 47*; *Brauer, *Op. 15*; Gurlitt, *Op. 146*.

Sonatinas by Diabelli, Clementi, Kuhlau, Bertini, and others.

Pieces suggested: Mayer, *Butterflies*; Tschaikowsky, *Song of the Lark*; Grieg, *Patriotic Song*; von Wilm, *Drolleries*; Scharwenka, *Barcarolle*; Handrock, *Scherzino*, *Op. 64*.

Fourth Year:

Scales: Technical work continued; *all scales, major and minor, harmonic, in four octaves, four notes to M.M. 80, parallel motion; all arpeggios.

Exercises: *Wolff, *Der Kleine Pischna*.

Studies suggested: *Duvernoy, *Op. 120*; Bertini, *Op. 100*; Czerny, *Op. 636*; Jensen, *25 Piano Studies*; Heller, *Op. 46*; Gurlitt, *Op. 54*.

Bach: *Little Preludes*.

Sonatas or Sonatinas suggested (one required); Mozart, *Sonata in C Major*; Beethoven, *Sonata in G Minor*, *Op. 49*; Clementi, *Sonatina in D Major*.

Pieces suggested: Händel, *Courante* (Foote); Heller, *Il Penseroso*; Jensen, *Elfin Dance*; Schytte, *Youth and Joy*; Lack, *Cabaletta*; Chaminade, *Gavotte*; Dennée, *Tarantelle*; Grieg, *Album-leaf in A Major* and *in E Minor*.

Organ

An acquaintance with the piano keyboard and a facility in sight-reading are necessary before beginning organ. Those who contemplate taking work in this department should consult with the dean. Students who take their diploma in Organ must do three years of work in this department after having completed and been examined in the freshman work in Piano; therefore the entrance requirements are the same as those for Piano. (See page 86.)

Violin

First Year:

Correct position of violin and bow; a theoretical and practical knowledge of the first position; all major and minor scales in one octave; various rhythmical and staccato bowings.

* No student will be admitted to the freshman music class unless she can play faultlessly all major and minor scales.

Books suggested: Hersey, *Modern Violin Method*; de Bériot, *Violin Method*; Lamoureux, *Violin Method*.

Etudes suggested: Wohlfahrt, *Etudes*; Samie, *Etudes Mignonnes*; St. George, *30 Short Etudes*; Dancla, *One Octave Exercises*.

Pieces suggested: Short pieces by Jean Conte, Bloch, Gustave Stube, Lange, and others.

Second Year:

Theoretical and practical knowledge of all the positions; all major and minor scales in two octaves; staccato and saltato bowings.

Books suggested: Hrimaly, *Scale Studies*.

Etudes suggested: Kayser, *36 Etudes*; Meerts, *Elementary Studies*.

Concertos suggested: Seitz, *Pupil's Concertos, G Major, No. 2*.

Pieces by Hermann, Bohm, Dancla, Hollander, and others.

In addition to the entrance requirements in Violin, freshmen are required to offer in Piano the same entrance work as those majoring in Piano.

Voice

Students wishing to take their diploma in Voice must offer the same entrance work in Piano as those majoring in Piano. The Voice work of students who cannot meet the entrance requirements will be rated as preparatory.

Theory

A knowledge of notation; the formation of major and minor scales, and of major and minor triads; relative keys, simple time, tonality; and intonation.

Conditioned Students

A freshman may be conditioned to the extent of two units, but only a slight condition will be allowed in the department in which she majors.

Sophomores may have conditions not exceeding three hours, but only a slight condition in practical music will be allowed.

Juniors and seniors may be conditioned to the extent of three hours in their theoretical and literary work, but no student will be rated as a junior or senior if conditioned in the department in which she majors.

Irregular Students

Music students may be admitted as irregular under the conditions laid down in either A or B. If in residence, they are required to take fifteen hours a week.

A. Those who cannot meet the entrance requirements in practical Music, but who offer fifteen entrance units, including three in English and two in French or German, may be classed as irregular students in Music. They may be conditioned to the extent of two units.

B. Those who are at least twenty years of age and give proof of adequate preparation for the courses sought may be classed as irregular students in Music.

Requirements for Graduation

To be entitled to a diploma from the School of Music, the student, in addition to the fifteen units offered for entrance, must have satisfactorily completed the course in Piano, Organ, Violin, or Voice, the required theoretical and literary courses, the required number of electives (see courses outlined, pages 93-95, for Diploma in Music), and must have given a public recital of standard works from memory in a creditable and artistic manner. Graduates in Organ, Violin, and Voice must have completed and been examined on the sophomore work in Piano.

Each music student is required to take approximately forty-five hours of work a week. This is the equivalent of the number of hours assigned the students in the A.B. and B.S. courses, where it is rated as fifteen hours of recitation and thirty hours

of preparation. No student may take more than forty-eight hours of work a week, except by action of the academic council. A senior is not required to take more than the number of hours necessary to obtain her diploma.

During the regular examination week at the end of the second semester all students studying in the School of Music, except mature nonresident students registered for music only, will take an examination before the College Music teachers. Those taking Preparatory Music will have an examination before the instructors in that department, and the director.

At the end of the first semester, examinations will be given to such students as apply for them, and to those who, in the opinion of the teacher and director, should take them.

Public School Music

In order to meet the demand for well-equipped public school music supervisors, Meredith College offers a four-year course leading to a diploma in this subject, the first two years of which are the same as for the regular music course. See pages 94-95.

The aim of this course is to train the student in subject-matter, to bring her to an appreciation of the general conditions to be found in the schoolroom, and to prepare her to meet, in an efficient manner, the supervisor's problems from the primary grades through the high school.

Students' Recitals

Students' recitals are held every Thursday at five o'clock. All music students are required to attend, and to take part in them when requested to do so by their teachers.

Freshmen and sophomores in all departments will appear in recital at least once each semester. However, freshmen in Voice may be excused the first semester at the discretion of the instructor. Juniors will be heard twice each semester; seniors, at the discretion of their major professors. Preparatory stu-

dents and college students not majoring in Music will be required to appear once a year. Each number on the programs will include a study or an exercise.

Only graduates and unconditioned seniors may give individual recitals. Those completing merely the work in Piano, Voice, Organ, or Violin, but who have not taken the theoretical and literary work outlined in the course of study leading to a Diploma in Music, may appear in college programs only in groups of three as advanced students.

All students' recitals are under the supervision of the director, who will arrange the programs with the teachers whose students are to take part in them.

Concerts

The students have frequent opportunities of hearing noted artists in concert, which is of incalculable benefit to those pursuing a musical education. Music students are expected to attend all concerts given under the auspices of the College.

Recitals, which are free to all students, are given at intervals during the session by members of the Music faculty.

Music Supplies

Music students are expected to deposit a sum of money at the beginning of the session, sufficient to pay for music supplies used. College students should deposit \$5; preparatory students, \$2.50. Music supplies will be under the direction of the College, and may be got from the secretary at her office hours. No music will be charged to students.

Outline of Course for Diploma in School of Music

Freshman Year

Subjects	Credit Hours	Total Hours	Page
*English Composition 1.....	3	9	(61)
*European History 1.....	3	9	(67)
*French 1 or German 1	3	9	(64, 66)
*Theory 1	1	4	(97)
Recitals		1	(90)
Two half-hour music lessons each week		1	
††Practice		15	
Total hours for work each week,		—	
including preparation		48	

Sophomore Year

*English Literature 1	3	9	(62)
*French 2 or German 2	3	9	(64, 66)
*Harmony 1	2	6	(97)
*Music History 1	2	6	(99)
Recitals		1	(90)
Two half-hour music lessons each week		1	
††Practice		15	
Total hours of work each week,		—	
including preparation		47	

* Each hour of recitation is supposed to require two hours of preparation.

† Students majoring in Organ practice one to two hours daily; the rest of their practice hours are in Piano.

‡ Freshmen and sophomores in Voice practice only one or two hours daily in this subject; the remainder of their practice hours are in Piano, the freshman work of which is to be completed by the end of the sophomore year.

Junior Year

Subjects	Credit Hours	Total Hours	Page
Analysis	1	3	(98)
Harmony 2	2	6	(98)
Music History 2	2	6	(99)
Music Pedagogy 1	1	1	(99)
*Electives	3	9	(100)
Ensemble		1	(90)
Recitals		1	
Two half-hour music lessons each week		1	
†‡Practice		20	
Total hours for work each week,		—	
including preparation		48	

Senior Year

Harmony 3	2	6	(98)
Music Pedagogy 2	1	3	(100)
*Electives	3	9	(101)
Chamber Music		1	(101)
Interpretation		1	(90)
Recitals		1	
Two half-hour music lessons each week		1	
§Practice		20	
Total hours for work each week,		—	
including preparation		42	

* Electives may be chosen from any required or elective subject in any department. Those expecting to teach are advised to elect Education.

† Students majoring in Organ practice two hours daily; the rest of their practice hours are in Piano.

‡ Juniors and seniors majoring in Voice practice two hours daily. The other hours are made up in sophomore Piano.

§ Students majoring in Voice or Violin who have finished sophomore Piano may elect Piano, credit one hour a year.

Outline of Course for Diploma in Public School Music

Freshman Year

Subjects	Credit Hours	Total Hours	Page
*European History 1	3	9	(67)
*Theory 1	1	4	(97)
*English Composition 1	2	6	(61)
*French 1 or German 1	3	9	(64, 66)
Recitals		1	(65, 66)
Two half-hour piano lessons each week		1	(90)
†Practice		15 to 16	
Total hours of work each week,		<hr/>	
including preparation		45 to 46	

Sophomore Year

*Harmony 1	2	6	(97)
*Music History 1	2	6	(99)
*English Literature 1	3	9	(62)
*French 2 or German 2	3	9	(64, 66)
Ensemble		1	(100)
Recitals		1	(90)
Two half-hour piano lessons each week		1	
†Practice		12½ to 15	
Total hours of work each week,		<hr/>	
including preparation		45½ to 48	

* Each hour of recitation is supposed to require two hours of preparation.

† Music students taking work in the college choir may count the time as one of the maximum number of weekly practice hours.

Junior Year

Subjects	Credit Hours	Total Hours	Page
Analysis	1	3	(98)
Harmony 2	2	6	(98)
*Music History 2	2	6	(99)
*Methods 1	2	6	(100)
Music Pedagogy 1		1	(99)
*Psychology, 1st semester	1½	9	(57)
*Education 2, 2d semester	1½		(56)
Electives		9	(90)
Recitals		1	
Two half-hour voice lessons each week		1	
‡Practice		5 to 6	
Total hours of work each week, including preparation		<hr/> 47 to 48	

Senior Year

Education	3	9	(56)
Harmony 3	2	6	(98)
Methods 2	2	6	(100)
Music Pedagogy 2	1	3	(100)
*†Electives	3	9	(101)
College Choir		1	(90)
Recitals		1	
Two half-hour voice lessons each week		1	
‡Practice		9	
Total hours of work each week, including preparation		<hr/> 45	

* Each hour of recitation is supposed to require two hours of preparation.

† These elective hours may be chosen from the A.B. or B.S. course, subject to the approval of the dean or another year's work in Piano may be taken.

‡ Music students taking work in the college choir may count the time as one of the six practice hours.

Schedule of Recitation, School of Music

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:00		Theory	Methods 1	Analysis	Theory	Methods 1
10:00	English Comp. 1	French 1 French 2	English Comp. 1	French 1 French 2	English Comp. 1	French 1 French 2
11:00	Methods 2	Harmony 1 Harmony 3	Music History 1 Music Pedagogy 1	Methods 2	Harmony 1 Harmony 3	Music History 1
12:00			Harmony 2			Harmony 2
1:30		Theory			Theory	
2:30	Music History 2		Interpretation	Music History 2		
3:30				Choir Rehearsal		
5:00		Ensemble		Recitals		

*Theoretical Department

DINGLEY BROWN, *Professor*.

MRS. WILLIAM JASPER FERRELL, *Professor*.

LAURA EIBERG, *Professor*.

LELIA NOFFSINGER HORN, *Associate Professor*.

Theory

1. Theory and Sight-singing (Solfeggio).

Required of freshmen. Two hours of class work and two hours of preparation a week. Tuesday, Friday, 9 and 1:30.

First semester: Notation; study of diatonic intervals; major and harmonic minor scales; simple times; accent and rhythm; clefs; triads, both major and minor.

Interval and melody writing by dictation; recognition of major and minor triads by ear.

Second semester: Chromatic intervals; chromatic and melodic minor scales; compound time; diminished and augmented triads; music terminology; transposition; more advanced rhythm.

More advanced melody writing by dictation; continuation of chromatic intervals and triads.

Sight-singing exercises in different rhythms and melody sight-singing; practice in beating time and all other essentials that precede the study of harmony.

Harmony

1. Harmony.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Tuesday, Friday, 11.

First semester: Intervals, triads and their inversions; progressions of parts; dominant seventh chord; perfect and plagal cadences, both written and played; harmonization of simple melodies in four parts open score.

Second semester: Simple counterpoint, all five species, in two and three parts, open score, using all clefs.

* Maximum credit allowed toward the A.B. or B. S. degree is six hours.

2. Harmony.

Required of juniors. Elective for A.B. and B.S. students.
Two hours a week for a year. Wednesday, Saturday, 12.

First semester: Simple counterpoint in four and five parts, all five species; also combination of species and points of imitation.

Second semester: Fundamental and secondary discords; dominant seventh; major and minor ninth; major and minor eleventh; writing simple original melodies.

3. Harmony.

Required of seniors. Two hours a week for a year. Tuesday, Friday, 11.

First semester: Major and minor thirteenth; chromatic and mixed discords. All cadences, sequences, suspensions, pedal points; modulations, both written and at the keyboard.

Second semester: Writing original melodies, and harmonizing same; canon and fugue.

Analysis

1. Musical Form and Analysis.

Required of juniors. Elective for A.B. and B.S. students. One hour a week for a year. Thursday, 9.

Elements of musical form from the motive and primary to the analysis of important types of classic and modern music with special reference to the sonata as the type of the perfect form.

Composition

1. Composition.

Elective for juniors and seniors. One hour a week for a year.

Original piano composition in the forms of the classic period; Minuet, Gavotte, Bourrée, Rondo, Sonatina, Sonata; writing of songs, anthems, and other vocal compositions.

2. Instrumentation.

Open to students who have completed Composition 1. One hour a week for a year.

A thorough and practical study of all the instruments of the modern orchestra; the reading of orchestral scores; transposition at sight of any phrase into the key and setting (clef) needed for any given instrument; arranging of piano compositions for (a) string orchestra, (b) full orchestra, (c) for choral use; the arranging of orchestral scores for piano for two hands, four hands, and eight hands.

History of Music

1. History of Music.

Required of sophomores. Elective for A.B. and B.S. students. Two hours a week for a year. Wednesday, Saturday, 11.

A detailed and intensive study of the history of Music from primitive times to the present time with the background of political and social history.

This course may not be taken until English Composition 1 and History 6 have been completed.

TEXT.—Matthews, *History of Music*.

2. Advanced History of Music.

Open to Music seniors. Two hours a week for a year. Monday, and Thursday, 2:30.

A critical analysis of instrumental and vocal masterpieces of all periods, with special attention to orchestral and choral works.

Music Pedagogy

1. Music Pedagogy.

Required of juniors. One lecture each week. This work does not require preparation. Wednesday, 11.

Methods of teaching to children notation, piano technique, elements of theory, rhythm, ear training. Material for beginners of different ages.

2. Music Pedagogy.

Required of seniors. One hour a week for a year. Thursday, 9.

Continuation of the work of the junior year, with special reference to class work; methods of presenting major and minor scales and triads, dominant seventh and diminished chords; lectures on general aspects of piano teaching; a systematic study of teaching material; means and methods of correcting mistakes in technique, intonation and rhythm.

Students taking this work do two hours of practice teaching each week under the direct supervision of the instructor.

Public School Music Methods

1. Public School Methods.

Required of juniors and seniors in Public School Music. Elective for other students, and as such counts one hour toward a degree. Two hours a week for two years.

Problems and methods of music instruction in the grades and in the high school; beating time; sight-reading; individual and part singing; rote songs; how to conduct the music period; formation and conducting of school choruses and orchestras; the necessity for music study in public schools; supervision; relation of supervisor to other teachers, the superintendent, and to the community.

Ensemble Playing

1. Ensemble.

Required of juniors. One hour a week for a year. Tuesday, 5 p. m.

Four- and eight-hand arrangements of the simpler overtures and symphonies of the classical masters, with the addition of stringed instruments, are studied. Ensemble is valuable in that it cultivates self-control, proficiency in sight-reading, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

2. Chamber Music.

One hour a week. Required of seniors. Wednesday, 7:45-9:45 p. m.

One of the chief advantages which a School of Music offers is the opportunity for advanced ensemble playing. The course comprises a practical study of the classic and modern works of Chamber Music from the easy sonatas by Haydn and Mozart to the more advanced forms of Chamber Music, such as trios and quartets by Beethoven, Mendelssohn, Schubert, Brahms, and others.

Classes are organized as follows: (1) Chamber Music for piano and stringed instruments, 1 hour per week; (2) String quartet class, 1 hour per week.

Interpretation Class

1. Interpretation.

Required of seniors. One hour a week for the year. Wednesday, 2:30.

The aim of this class is to enable students to understand and interpret the work of all periods and styles through a knowledge of the æsthetic principles involved in their development. In order to understand the real thoughts and emotions of musical compositions it is necessary to make a detailed study not only of the life and character of the composer, but also of the forms of expression peculiar to him and to his time. Special attention is given to the study of musical ornamentation, appoggiatura, acciaccatura, turns, mordents and trills. Compositions studied by different members of the class are analyzed, and thus all the class gain a wider knowledge of musical literature than each alone is able to acquire.

Chorus and Choir Training

1. Chorus and Choir Training.

Required of Music students with good singing voices, and open to other students with good singing voices. One hour a week for a year. Thursday, 3:30.

The college choir is composed of approximately sixty voices. The best music, consisting of hymns, anthems, and choruses, is studied. The choir leads the music in chapel exercises, besides being heard occasionally in musical services Sunday afternoons, and on other public occasions.

Department of Pianoforte

DINGLEY BROWN, *Professor.*

LAURA EIBERG, *Professor.*

MABEL AUGUSTA BOST, *Associate Professor.*

LELIA NOFFSINGER HORN, *Associate Professor.*

VIVIEN O'BRIEN, *Associate Professor.*

1. FRESHMAN.

Scales: Major and both forms of minor, similar and contrary motion; also two, three and four to one.

Arpeggios: Major and minor triads; dominant and diminished sevenths; similar motion.

Technique: Provided and applied according to the needs of the individual student.

Etudes: Czerny, *Op. 299*; Biehl, *12 Melodious Studies*; Heller, *Op. 46*; Loeschhorn, *Op. 66*.

Bach: Two-part Inventions (8 required).

Sonatas: Haydn, *D Major; E Minor and F*; Mozart, *F Major*; Clementi, *D Major*. Any other Sonatas of the same grade accepted.

Pieces: The easier *Songs without Words* by Mendelssohn; Grieg's *Album Leaves*, and pieces of similar difficulty.

2. SOPHOMORE.

Scales: Major and both forms of minor, in thirds, sixths and tenths; similar and contrary motion; also two, three and four to one; and all

Arpeggios: In sixths; eighths and tenths, in similar and contrary motion.

Technique: Enlarged so as to meet all requirements of the grade.

Etudes: Czerny, *Op. 299*, continued; Cramer, selected studies; Heller, *Op. 45*; Loeschhorn, *Op. 67, Bk. 1*; *Low Octave Studies*; Bach, *Three-part Inventions* (10 required).

Sonatas: Mozart, *In D*; Beethoven, *Op. 14, Nos. 1 and 2*; *Op. 2, No. 1*; and others of like difficulty.

Pieces: Rheinberger, *Ballade in G Minor*; Raff, *La Fileuse*; Grieg, *Op. 43*; Rubinstein, *Romance*; Seeboeck, *Gondoliera*; MacDowell, *Woodland Sketches*.

3. JUNIOR.

Scales: In double thirds, both major and minor.

Technique: Continued double notes. Moszkowski.

Etudes: Clementi, *Gradas ad Parnassum*; Haberbier, *Op. 53*; Jensen, *Op. 32*; Loeschhorn, *Op. 67, Bks. 2 and 3*; Heller, *Op. 16*; Kullak, *Op. 48, Bk. 2*.

Bach: Well tempered Clavichord.

Sonatas: Beethoven, *Op. 10, Nos. 1, 2, 3*; *Op. 26*; *Op. 27*; or others of same grade.

Pieces: Chopin, *Waltzes*; *Polonaises*; Schubert, *Impromptus*; Schumann, *Bird Prophet*, and modern works of the same grade of difficulty.

4. SENIOR.

Scales: Continued in double thirds at increased tempo; also double sixths, both major and minor. Technical work continued.

Etudes: Selected from Moscheles, *Op. 70*; Bennett, *Op. 11*; Chopin; Thalberg; Rubinstein.

Bach: Well tempered Clavichord.

Sonatas: Beethoven; Brahms; Grieg; Schumann.

Pieces: Liszt, *Leibestraum*; Chopin, *Ballades G Minor and A Flat*; *Impromptu A Flat*; *Scherzo B Flat Minor*; Rubinstein, *Fourth and fifth Barcarolle*, and others of the same grade, both ancient and modern.

5. GRADUATE COURSE.

For those desiring to prepare themselves more fully for teaching or for piano playing, a course will be arranged. Wide discretion will be exercised in selecting works to be studied.

Department of Organ

DINGLEY BROWN, *Professor*.

1. †FRESHMAN.

Scales: Major and both forms of minor, similar and contrary motion; also two, three and four to one.

Arpeggios: Major and minor triads; dominant and diminished sevenths; similar motion.

† As students who take their diploma in Organ must do three years in the department after having completed the freshman work in Piano, the freshman year will be devoted to Piano, and the regular work in Organ will begin with the sophomore year.

Technique: Provided and applied according to the needs of the individual student.

Etudes: Czerny, *Op. 299*; Biehl, *12 Melodious Studies*; Heller, *Op. 46*; Loeschhorn, *Op. 66*.

Bach: Two-part Inventions (8 required).

Sonatas: Haydn, *D Major*; *E Minor*, and *F*; Mozart, *F Major*; Clementi, *D Major*. Any other Sonatas of the same grade accepted.

Pieces: The easier *Songs without Words* by Mendelssohn; Grieg's *Album Leaves*, and pieces of similar difficulty.

2. *SOPHOMORE.

Pedal technique established; organ touch; Clemmens, *Organ School*, Book 1; Stainer, *Organ School*; Horner, *Pedal Studies*; Whiting, *Pedal Studies for Beginners*.

Bach: *Easy Preludes and Fugues*; *Choral Preludes*; *Hymn Playing*.

Easier pieces by Guilmant, Batiste, Lemare, Rogers, and others.

3. JUNIOR.

Studies: Nilson, *Pedal Studies*; Dudley Buck, *Pedal Phrasing Studies*; Bach, *Little Preludes and Fugues*.

Selections from Händel, Rheinberger, Guilmant, Dubois, and other standard composers.

Transposing hymn tunes at sight; modulation for church use; accompanying solos and choruses; registration.

4. SENIOR.

Bach: Greater Preludes and Fugues. Sonatas and other compositions of Händel, Mendelssohn, Rheinberger, Guilmant, Widor, Rogers, Dubois, Saint-Saens.

Adaptation of piano and orchestral scores for organ; transposition; sight reading; accompanying.

Department of Violin

MARTHA ALEXANDER MULLIN, *Professor*.

1. FRESHMAN.

Scales: Major and minor scales in three octaves; all legato and staccato bowings. Method for Violin, Nicholas Laoureux.

* As graduates in Organ must have completed and been examined on sophomore Piano, students will continue their piano work after the freshman year, with at least one lesson a week.

Exercises: Dancla, *Daily Exercises*; Wolfhardt, *Melodious Studies*, 3d position; Sevcik, *Violin Technic, Books I and II*; exercises and double stops.

Etudes: Kayser, *Etudes, Books II and III*; Mazas, *Etudes Speciales*.

Pieces suggested: Ortmans, *Concerto, D Major*; Sitt, *Student Concertos*; Schubert, *Sonatinas*; Kriens, *Suite*; Accolay, *Concertos*, or studies and pieces of similar difficulty.

2. SOPHOMORE.

Scales: Scales and Arpeggios in three octaves; Halir, *Preparatory Scale Studies*.

Exercises: Sevcik, *Books II and III*; exercises in thirds.

Etudes: Dont, *24 Etudes*; Léonard, *La Petite Gymnastique*; Wilhelmmy, *Etudes*.

Pieces suggested: Accolay, *Concerto*; Vivaldi, *Concerto*; Correlli, *Sonatas, Nos. 8 and 10*; de Bériot, *Scène de Ballet*; David, *Romance*; Vieuxtemps, *Trois Morceaux de Salon*; Spohr, *Barcarolle*.

3. JUNIOR.

Scales: Halir, scales in octaves and thirds; Casorti, *Bowing Technique*.

Exercises: Sevcik, *Book IV*; Léonard, *La Grande Gymnastique*; Flesch, *Urstudien*.

Etudes: Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *12 Etudes*.

Sonatas: Nardini, *D Major*; Händel, *A Major, No. 6*; Tartini, *G Minor*.

Pieces suggested: de Bériot, *Concertos, Nos. 9, 8, and 7*; Rode, *Concertos, A Minor No. 7 and E Minor No. 8*; Vieuxtemps, *Ballade and Polonaise, Romance in F*; Beethoven, *Romanze in F*; and other pieces by standard composers.

Chamber Music: Sonatas for Violin and Piano—Mozart, *E Minor No. 4, A Major No. 1, D Major No. 3, F Major No. 7*; Beethoven, *D Major No. 1*; quartets by Haydn and Mozart.

A violin class meets two hours each week, and juniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticized by the members of the class.

4. SENIOR.

Scales: Scales and technical work continued; Halir and Casorti.

Etudes: Kreutzer, *42 Etudes*; Fiorillo, *36 Etudes*; Rode, *24 Etudes*; Gaviniès, *Caprices*; Campagnoli, *Caprices*.

Sonatas: Bach, *G Minor, E Major*; Leclair, *Le Tombeau*; Ciaccona, Vivaldi.

Concertos by Vieuxtemps, Bruch, Mendelssohn, Spohr and Wieniawski; other standard compositions.

Chamber Music: Sonatas for Violin and Piano—Beethoven, *Nos. 5 and 7*; Mozart, *Nos. 10, 11, and 12*; Schumann, *A Minor*; Brahms, *D Minor*; trios and quartets by Beethoven Mendelssohn, Hummel, Rubinstein.

A violin class meets two hours each week, and seniors are required to attend at least one hour. Part of the time is given to technical work done by the whole class in concert, and a part to solo work, which is discussed and criticized by the members of the class.

5. GRADUATE COURSE.

For those desiring to perfect themselves more fully for concert work or for advanced teaching, a special course will be given. It will include a study of the concertos and greater works of Beethoven, Mendelssohn, Paganini, Bruch, Sinding, Goldmark, Brahms, Tschai-kowsky, Ernst, Lalo, and others.

Department of Voice

BLANCHE SNIDER, *Professor.*

ALICE FLORENCE STITZEL, *Professor.*

MARIE ADELE STILWELL, *Professor.*

1. FRESHMAN.

Vocal anatomy; tone placing and formation; development of the chest; breath control; breathing allied with attack; staccato.

Studies: Behnke and Pearce, Vaccai, Abt, Nave.

Songs suggested: Cowan, *Snowflakes*; Gaynor, *Group of Five Songs*; Shelley, *The Arabian Slave*; H. Norris, *Thou art so like a Flower*.

2. SOPHOMORE.

The technical work of the freshman year continued; exercises for equalization of registers.

Studies: Vaccai, Abt, Nave, Vigna, Bordogni, Panofka, Concone.

English and American songs suggested: Huntington Woodman, *An Open Secret*; Whitney Coombs, *An Indian Serenade*; Cadman, *The Shrine*; A. Whiting, *Three Songs, Op. 21*; M. Beach, *A Prelude*.

3. JUNIOR.

Technical work continued; dynamics; the portamento; mordents; trills; cadenzas.

Studies: Concone, Marchesi, Panseron.

Arias from the following oratorios: Händel, *The Messiah*; Mendelssohn, *Elijah*; *from the following operas:* Gluck, *Orpheus and Eurydice*; Gounod, *Faust*; Bizet, *Carmen*; Massenet, *Manon*.

Songs selected from the following: *American and English composers,* MacDowell, La Forge, Salter, Spross, S. Homer, A. Ware, Van der Stucken, Chadwick, Parsons, Damrosch, Huhn; *German composers,* Schubert, Schumann, Franz, Lassen, Abt, Mendelssohn; *Italian composers,* Marchesi, Lamperti, Dell 'Sede, Bordogni, Bordese; *French composers.* R. Hahn, Massenet, Fauré, Godard, Thomé, Lemaire, Viardot.

4. SENIOR.

Technical work continued.

Selections from the following: Arias from the following oratorios: *The Messiah, Samson, The Creation, Elijah, Gallia, Stabat Mater* (Rossini), and from classic and modern operas. Songs from modern and classic composers continued.

Needs of the College

The standard of college education is advancing so rapidly in the South that it will be necessary for the endowment to be constantly increased, if Meredith is to carry out the ideals of its founders. Each year the need of additional library and laboratory equipment makes itself more strongly felt, and higher salaries are demanded by experienced college-trained teachers. As \$300,000 is generally recognized as the *minimum* endowment for a standard college, gifts to increase the endowment fund are especially needed.

As Meredith has been rated by educational authorities as coming nearer to the standard set by the Association of Colleges and Secondary Schools of the Southern States than any other college for women in North Carolina, we hope that those

interested in the education of women will enable us to increase our equipment so that we may fulfill all the conditions now demanded by standard colleges.

In order to do this, it will be necessary for us to have gifts and bequests providing for:

1. New Dormitories.
2. Science Building.
3. Increase of General Endowment.
4. Endowment of Professorships.
5. Loan Fund.
6. Scholarships.*
7. Gymnasium.
8. Infirmary Building.
9. Library Building.
10. Music Building.
11. Laundry Building.
12. Larger Grounds.

Since many in the State are unable to make large donations, we must depend for the present mainly on legacies and numerous small gifts; hence we suggest the following forms to any desiring to make a bequest to the College in their wills:

I give and bequeath to Meredith College the sum of..... dollars, for the use and benefit of the said College.

I give and bequeath to Meredith College the sum of..... thousand dollars, to be invested and called the..... Scholarship (or Professorship).

I give and bequeath to Meredith College the sum of..... thousand dollars, to be used for a.....building.

* Income from two thousand dollars will endow a tuition scholarship; income from seven thousand dollars at six per cent will endow a scholarship covering all expenses in the literary course.

Register of College Students

A.B. and B.S. Courses

SENIOR CLASS

Ayers, Addie Cornelia, B.S.....	Rowland
Baity, Annie Hall, A.B.....	Winston-Salem
Beal, Sallie Mae, A.B.....	Rocky Mount
Beasley, Mildred Anderson, A.B.....	Kenansville
Biggs, Ellen Jeannette, B.S.....	Lumberton
Boyd, Inez Hodnett, A.B.....	Roxboro
Bridger, Evelyn Barrett, A.B.....	Lewiston
Cullom, Elizabeth, A.B.....	Wake Forest
Drake, Elizabeth Moultrie, A.B.....	Bennettsville, S. C.
Fleming, Louise Elizabeth, A.B.....	Greenville
Jenkins, Edith, A.B.....	Henrietta
Johnson, Mary Martin, A.B.....	Raleigh
Judd, Cornelia Christine, A.B.....	Sanford
Judd, Hilda Lane, A.B.....	Raleigh
Judd, Mary Lynne, A.B.....	Sanford
Lamm, Alberta Waldine, A.B.....	Lucama
Lawrence, Alva, A.B.....	Apex
Mauney, Jamie Athlene, B.S.....	New London
Parker, Coralie, A.B.....	Kelford
Penton, Lidie Winstead, A.B.....	Wilmington
Pierce, Ella Janet, A.B.....	Colerain
Reynolds, Lulie Snow Virginia, B.S.....	Raleigh
Smith, Sybil Hollingsworth, B.S.....	Rich Square
Smitherman, Gertrude Martin, A.B.....	East Bend
Sullivan, Mary Edith, A.B.....	Marble Hill, Mo.
Taylor, Sarah Elizabeth, A.B.....	Rutherfordton
Uzzle, Annie Grey, B.S.....	Atlantic City, N. J.
White, Mary Fisher, B.S.....	Windsor

JUNIOR CLASS

Arnette, Annie Juanita, A.B.....	Wagram
Bennett, Mary Sheldon, B.S.....	Roseboro
Brewer, Ann Eliza, A.B.....	Raleigh
Brown, Annie Katherine, A.B.....	Lewiston

Clay, Alma Thomas, B.S.....	Whitakers
Couch, Ruth Richardson, B.S.....	Fayetteville
Dowell, Lilla Earle, B.S.....	Birmingham, Ala.
Felton, Alethea, A.B.....	Beaufort
Gibson, Ruth, A.B.....	Gibson
Gordon, Lizzie Moore, B.S.....	Barkersville, Va.
Hart, Virginia Elizabeth, A.B.....	Meherrin, Va.
Hollowell, Minnie Beulah Virginia, A.B.....	Edenton
Inscoe, Josie Lucile, B.S.....	Castalia
Matthews, Ellison Kathleen, A.B.....	Clinton
Moore, Bertha Wilson, A.B.....	Hamlet
Nooe, Sarah, B.S.....	Statesville
Olive, Lowney Virginia, A.B.....	Dunn
Parrish, Myrtle Lee, B.S.....	Castalia
Sentelle, Mary Evelyn, B.S.....	Tarboro
Sheets, Ruth Litchford, B.S.....	Raleigh
Watson, Annadawn, A.B.....	Jackson, Ga.

SOPHOMORE CLASS

Adams, Eula Blue, B.S.....	Hamlet
Allen, Jessie Estelle, A.B.....	St. Pauls
Bowden, Margaret Louise, A.B.....	Charlotte
Bowen, Annie Goulder, A.B.....	Raleigh
Cobb, Lela Edna, A.B.....	Gastonia
Deaton, DeLila Celeste, A.B.....	Troy
Duncan, Margaret Meadows, A.B.....	Nathalie, Va.
Durham, Wilma Causler, B.S.....	Lumberton
Farrior, Mary Frances, B.S.....	Raleigh
Foreman, Banks, A.B.....	Waynesville
Harris, Annie Wood, A.B.....	Elizabeth City
Hocutt, Olivia, A.B.....	Ashton
Horton, Lillian Myatt, B.S.....	Raleigh
Huff, Grace, A.B.....	Mars Hill
Huggins, Hettie, A.B.....	Hendersonville
Kendrick, Elizabeth, A.B.....	Raeford
Kendrick, Lois Ida, A.B.....	Cherryville
Leonard, Gladys, A.B.....	Ramseur
Lineberry, Annie Ruth, A.B.....	Raleigh
Livermon, Lydia Ruth, A.B.....	Norfolk, Va.
Lowe, Alice Louise, A.B.....	Chadbourn
Mays, Louise, A.B.....	Portsmouth, Va.
Mays, Phyllis, A.B.....	Portsmouth, Va.

Moore, Erma Marsh, B.S.....	Winston-Salem
Parker, Josephine, A.B.....	Raleigh
Pierce, Carrie Elizabeth, A.B.....	Colerain
Ruffin, Miriam Virginia, B.S.....	Raleigh
Smith, Lois Turlene, A.B.....	Seaboard
Sykes, Claudilene, B.S.....	Castalia
Tillery, Doris Katherine, A.B.....	Scotland Neck
Underwood, Iola Thomasine, A.B.....	Canton
West, Wilma May, A.B.....	Warsaw
White, Bernice Jeannette, B.S.....	Winston-Salem
Wyatt, Margaret Elizabeth, A.B.....	Winterville
Yelvington, Lorna Ruth, A.B.....	Clayton

FRESHMAN CLASS

Allen, Marion, B.S.....	Lumberton
Anderson, Loduska, A.B.....	Mars Hill
Andrews, Elva Dare, A.B.....	Chapel Hill
Ayers, Nina Evelyn, A.B.....	Rowland
Beaman, Joyner, A.B.....	Stantonsburg
Beaty, Addie Elizabeth, A.B.....	Wilson Mills
Benthall, Nell Cropsy, A.B.....	Woodland
Bostic, Lessie, A.B.....	Beulaville
Bowen, Gertrude, B.S.....	Durham
Boyce, Gladys, A.B.....	Thomasville
Brickhouse, Helen, A.B.....	Creswell
Britton, Jamie, A.B.....	Vineland
Britton, Ruth Shaw, A.B.....	Colerain
Brown, Florence Elizabeth, A.B.....	Macclesfield
Brown, Gladys Blanche, A.B.....	Blowing Rock
Buffalo, Ruth, B.S.....	Garner
Bunn, Lena Elizabeth, A.B.....	Zebulon
Burleson, Hattie, A.B.....	Albemarle
Cashwell, Jessie, A.B.....	Parkersburg
Chambers, Celeste, B.S.....	Raleigh
Cherry, Frances Mark, A.B.....	Mount Olive
Coats, Mary Gladys, A.B.....	Clayton
Covington, Andrea, B.S.....	Wadesboro
Crosby, Ina, B.S.....	Sulphur Springs, Tex.
Crosby, Nell, B.S.....	Sulphur Springs, Tex.
Crozier, Dolores, A.B.....	Raleigh
Current, Ruth Augusta, B.S.....	Cleveland
Davenport, Bessie, A.B.....	Pineville

Day, Phoebe, A.B.....	Booneville
Deans, Nell Laurie, A.B.....	Colerain
Dixon, Vera, A.B.....	Shelby
Earp, Elizabeth, A.B.....	Selma
Eason, Clara, B.S.....	Selma
Eason, Lily Mae, B.S.....	Selma
Elliott, Helen Gray, B.S.....	Nelson, Va.
Fleming, Margaret, A.B.....	Greenville
Flora, Minnie, A.B.....	Shawboro
Freeman, Ruth, A.B.....	Hamlet
Fussell, Bettie Idell, B.S.....	Teachey
Gibbs, Gladys, A.B.....	Mill Springs
Gillette, Ethel, B.S.....	Maysville
Goodwin, Bernice, A.B.....	Apex
Gower, Dorothy Robertson, A.B.....	Clayton
Greer, Cairo Eva, B.S.....	Chase City, Va.
Griffin, Mary Grant, A.B.....	Woodland
Grubb, Laura Edna, B.S.....	Laurinburg
Harris, Leona, B.S.....	Portsmouth, Va.
Haywood, Frances, A.B.....	Mount Gilead
Henderson, Sarah, B.S.....	Hendersonville
Herring, Susie, A.B.....	China
Horn, Marie Pattie, A.B.....	East Bend
Horton, Alla Meta, A.B.....	Bunn
Horton, Bonnie Belle, A.B.....	Buies Creek
Horton, Savon Ione, B.S.....	Raleigh
Howard, Frances Hunter, B.S.....	Hickory
Hoyle, Eunice Christobel, B.S.....	Gastonia
Huff, Jessie, A.B.....	Mars Hill
Hunter, Margaret, A.B.....	Raleigh
Jessup, Clara Mae, A.B.....	South Hill, Va.
Jeffries, Doris Turner, AB.....	Clayton
Johnson, Annie Lou, A.B.....	St. Pauls
Johnson, Stella Beatrice, A.B.....	Apex
Johnston, Mary Louise, A.B.....	Briston, Tenn.
Josey, Mary Powell, A.B.....	Scotland Neck
Judd, Eugenia Margaret, A.B.....	Sanford
Kelly, Fannie, B.S.....	Abbottsburg
Kimsey, Elizabeth, A.B.....	Fletcher
Klutz, Alice Margaret, B.S.....	Asheville
Lassiter, Mozelle, B.S.....	Apex
Lee, Myrtle, B.S.....	Benson

Long, Ruth Virginia, A.B.....	Chapel Hill
Lowe, Ida Elizabeth, A.B.....	Chadbourn
Lowe, Alice Louise, A.B.....	Chadbourn
Martin, Beatrice, A.B.....	Fuquay Springs
Mills, Edna, A.B.....	Apex
Morgan, Ellie Hortense, A.B.....	Benson
Morgan, Esther Tabitha, A.B.....	Benson
Morton, Elizabeth Wilson, A.B.....	Louisburg
Murchison, Minnie Lambert, A.B.....	Gulf
Neese, Annie Louise, B.S.....	Greensboro
Nooe, Katharine Vanney, A.B.....	Statesville
O'Briant, Sarah Gladys, B.S.....	East Durham
Oldham, Mabel Elizabeth, A.B.....	Hillsboro
Owens, Velma Daphne, A.B.....	Walstonburg
Parker, Clara Lucile, A.B.....	Heathsville
Perry, Winifred, A.B.....	High Point
Plybon, Helen Virginia, A.B.....	Roxboro
Powell, Martha Whitaker, B.S.....	Tarboro
Rainwater, Pauline, A.B.....	Wadesboro
Reams, Nannie, B.S.....	Morrisville
Reams, Susie Irene, A.B.....	Morrisville
Rhyne, Era Lee, B.S.....	Morganton
Riddick, Margaret Ann, A.B.....	Trottsville
Sawyer, Effie, A.B.....	Belcross
Sawyer, Elizabeth, A.B.....	Belcross
Sears, Overton, B.S.....	Apex
Spainhour, Ruby Sydnor, A.B.....	Wilkesboro
Spurgeon, Carrie Mae, B.S.....	Hillsboro
Stell, Ruby Louise, B.S.....	Zebulon
Strickland, Gladys, A.B.....	Dunn
Sullivan, Mary Elizabeth, B.S.....	Pinnacle
Tarleton, Pauline, A.B.....	Wadesboro
Thomas, Mary Emma, A.B.....	Cameron
Thompson, Tura, A.B.....	Mars Hill
Tolar, Marjalene Emma, A.B.....	Rennert
Tomlinson, Gertrude, A.B.....	Lucama
Tomlinson, Louise, A.B.....	Wilson
Tuttle, Clarice Louise, A.B.....	Wallburg
Vann, Selma, A.B.....	Fayetteville
Wall, Clara Lucile, A.B.....	Wallburg
Wall, Gladys Elizabeth, B.S.....	Wallburg
Wallace, Mary, B.S.....	Starr

Ward, Annie Hope, A.B.....	Bosley
Webb, Lillian, A.B.....	Edenton
West, Mabel Moyer, A.B.....	Wilmington
Weston, Mozelle, A.B.....	Atkinson
Wilkinson, Mary Elizabeth, A.B.....	Belhaven
Wilkinson, Rachel, A.B.....	Belhaven
Williams, Ellen Elizabeth, B.S.....	Wingate
Williams, Vera Lou, A.B.....	Richlands
Williford, Ethel Blanche, A.B.....	Dunn
Winkler, Annie Shelton, B.S.....	Boone
Womble, Mary Evelyn, B.S.....	Cary
Yates, Dorothy, B.S.....	Raleigh
Young, Edith Mildred, A.B.....	Fletcher

SPECIALS

Flake, Ida, A.B.....	Wadesboro
Pritchett, Barre, B.S.....	Greensboro
Seawell, Cecil Annie, B.S.....	Carthage
Shaw, Mrs. Harriett May, B.S.....	Raleigh
Stell, Ruby Lois, B.S.....	Zebulon
Watson, Mallie Deerborn, B.S.....	Fayetteville
Weston, Mozelle, B.S.....	Atkinson
Westfeldt, Mrs. Louise Duggan, B.S.....	Raleigh

UNCLASSIFIED

Blanchard, Marguerite, A.B.....	Fuquay Springs
Butts, Reba Gertrude, B.S.....	Morrisville
Dula, Mary, A.B.....	Lenoir
Jackson, Katie Margaret, A.B.....	Thomasville
Langdon, Lola, A.B.....	Benson
Lee, Miriam Erdine, A.B.....	Raleigh
Mooneyham, Ellie, A.B.....	Raleigh

Summary

SENIORS:

Registered for A.B. degree.....	21
Registered for B.S. degree.....	7
	<hr/>
Total.....	28

JUNIORS:

Registered for A.B. degree.....	11
Registered for B.S. degree.....	10
	<hr/>
Total.....	21

SOPHOMORES:

Registered for A.B. degree.....	27
Registered for B.S. degree.....	8
	<hr/>
Total.....	35

FRESHMEN:

Registered for A.B. degree.....	86
Registered for B.S. degree.....	39
	<hr/>
Total.....	125

Total registered for A.B. degree..... 145

Total registered for B.S. degree..... 64

Total number college classmen..... 209

Special 8

Unclassified 7

Total irregulars..... 15

Students from other schools taking work in the colleges are
as follows:

From Art classmen	17
From Art irregulars	2
From Music classmen	81
From Music irregulars	28
	<hr/>
	128
	<hr/>
Total	352

Register of Students

School of Art

SENIOR CLASS

Franklin, Lillian.....Bryson City

JUNIOR CLASS

Holmes, Lucile.....Graham
Tillery, Mary Hallie.....Scotland Neck

SOPHOMORE CLASS

Kale, Goldie Kathleen.....Mount Holly
Knight, Elizabeth Louise.....Chase City, Va.
Moore, Julia Welling.....Kinston

FRESHMAN CLASS

Allbritton, Mary Tignor.....Calypso
Caldwell, RosaLumberton
Carroll, Thelma.....Turkey
Cox, CareyWinterville
Humber, Lena Dey.....Greenville
Lancaster, EmmaBattleboro
Love, Annie Louise.....Elizabeth City
Sisk, Lila.....Bryson City
Turlington, EthelWilson
Walker, Maude Blanche.....Columbia, S. C.

UNCLASSIFIED

Lynn, InezRaleigh
Payne, CarrieMurphy

ART ONLY

Arenson, Mrs. Arthur.....Raleigh
Coburn, Mrs. Rosina.....Raleigh
Dean, Eva Louise.....Raleigh
Grimes, AlstonRaleigh

* After 1920-1921 the Department of Art and China Painting will be discontinued.

Johnston, Ophelia Calhoun.....	Raleigh
Lawrence, Mrs. Carrie Thomas.....	Raleigh
Lewis, Maude	Raleigh
Nichols, Mrs. Lawrence Emmett.....	Raleigh
MacDonald, Janet.....	Raleigh
Yates, Mrs. Ethel Weathers.....	Raleigh
York, Margaret	Raleigh

Summary

Senior	1	
Juniors	2	
Sophomores	3	
Freshmen	10	
	<hr/>	
Total number college classmen.....		16
Unclassified	2	
Art only	11	
	<hr/>	13
Students from other Schools electing work in Art.....	5	
Students from other Schools electing work in Art History..	6	
Students from other Schools electing Art Education.....	4	
	<hr/>	15
	<hr/>	
Total		44

Register of Students

School of Music

SENIOR CLASS

Beam, Gladys Mae, <i>Public School Music</i>	Woodsdale
Bridger, Annabel, <i>Voice</i>	Bladenboro
Brooks, Olivia Clarisse, <i>Piano</i>	Woodsdale
Caldwell, Mary Lee, <i>Piano</i>	Lumberton
Clifford, Annie Blankenship, <i>Public School Music</i>	Gastonia
Floyd, Mary, <i>Piano</i>	Fairmont
Goldsmith, Ruth Alison, <i>Piano</i>	Southern Pines
Hinton, Edna Earle, <i>Piano</i>	Jacksonville
Kelly, Lucile Hicks, <i>Public School Music</i>	Clinton
Norman, Mattie Macon, <i>Piano</i>	Hertford
Olive, Nellie Irene, <i>Piano</i>	Apex
Parker, Flora Ethel, <i>Public School Music</i>	Heathsville
Pope, Margaret, <i>Violin</i>	Lumberton
Powell, Louise, <i>Public School Music</i>	Fayetteville

JUNIOR CLASS

Blalock, Mary Lily, <i>Piano</i>	Weldon
Carroll, Katherine Elizabeth, <i>Piano</i>	Winterville
Gibbs, Katherine, <i>Violin</i>	Mars Hill
Hedrick, Madge Thomas, <i>Piano</i>	Hertford
Huntley, Mary Elizabeth, <i>Piano</i>	Wadesboro
Johnston, Nellie Mae, <i>Voice</i>	Raleigh
Mercer, Carolyn, <i>Organ</i>	Wilson
Nye, Beatrice, <i>Voice</i>	Memphis, Tenn.
Paul Fannie, <i>Piano</i>	Robersonville
Peele, Carrie Foy, <i>Piano</i>	Roxboro
Wallace, Edna Elizabeth, <i>Public School Music</i>	Johnsonville, S. C.

SOPHOMORE CLASS

Baley, Evelyn, <i>Piano</i>	Marshall
Cox, Joscelyn, <i>Organ</i>	Asheville
Dewar, Susan, <i>Piano</i>	Raleigh
Elkins, Mildred Ethel, <i>Piano</i>	Whiteville
Herring, Dixie, <i>Piano</i>	Clinton
Holmes, Helen Hope, <i>Piano</i>	Edenton
Hoyle, Edna Charlotte, <i>Piano</i>	Lincolnton

Johnson, Thelma, <i>Piano</i>	Clinton
Lawrence, Anna Warren, <i>Voice</i>	Fuquay Springs
Mattison, Gertrude, <i>Piano</i>	Raleigh
Poole, Bessie Lee, <i>Voice</i>	Raleigh
Rowland, Florence Beulah, <i>Piano</i>	Rocky Mount
Rowland, Winnie Mae, <i>Public School Music</i>	Rocky Mount
Sentelle, Helen Rebecca, <i>Public School Music</i>	Tarboro
Sheets, Hilda, <i>Piano</i>	Lexington

FRESHMAN CLASS

Boone, Mary Virginia, <i>Piano</i>	Rich Square
Boyd, Esther, <i>Piano</i>	Roxboro
Byrd, Pearl, <i>Piano</i>	Cardenas
Cooper, Annie Rebecca, <i>Piano</i>	Raleigh
Cornwell, Mary Louise, <i>Piano</i>	Kings Mountain
Creech, Esther, <i>Voice</i>	Four Oaks
Fisher, Grace, <i>Voice</i>	Fairmont
Fleetwood, Elma, <i>Violin</i>	Jackson
Fleetwood, Thelma, <i>Voice</i>	Jackson
Fleming, Marie, <i>Piano</i>	Manson
Gardner, Cate, <i>Piano</i>	Warrenton
Gower, Geraldine Gladys, <i>Piano</i>	Clayton
Grady, Annie Nursie, <i>Piano</i>	Goldsboro
Hall, Ethel, <i>Piano</i>	Benson
Hart, Retta Vann, <i>Piano</i>	Boykins, Va.
Holloman, Janet Whitfield, <i>Piano</i>	Jackson
Honeycutt, Ruby, <i>Piano</i>	Raleigh
Hudson, Ruth, <i>Piano</i>	Bentonville
Land, Dorothy Johnson, <i>Piano</i>	Chadbourn
Lawrence, Lois, <i>Piano</i>	Apex
Lewis, Blanche Eleanor, <i>Voice</i>	Atkinson
MacLean, Lavita Anderson, <i>Piano</i>	Franklin, Va.
Maynard, Edith, <i>Voice</i>	Apex
Nolan, Kathleen, <i>Piano</i>	Lawndale
Patton, Pauline, <i>Voice</i>	Morganton
Penny, Pauline, <i>Piano</i>	Cary
Poole, Winona, <i>Violin</i>	Raleigh
Ramsey, Norma Lee, <i>Voice</i>	Marshall
Rouse, Lillian, <i>Piano</i>	Winterville
Sams, Mae Winnie, <i>Piano</i>	Raleigh
Sanders, Leola, <i>Voice</i>	Four Oaks
Shipp, Elsie Parker, <i>Piano</i>	Durham

Smith, Sadie Bray, <i>Piano</i>	Sanford
Sorrell, Lydia Iris, <i>Piano</i>	Lillington
Taylor, Mildred, <i>Piano</i>	Rutherfordton
Thompson, Elsie, <i>Piano</i>	Lumberton
Turlington, Annie Rose, <i>Piano</i>	Wilson
Wall, Iola, <i>Voice</i>	Wallburg
Wall, Mary, <i>Voice</i>	Wallburg
White, Frances Dorcas, <i>Voice</i>	Scotland Neck
Wilson, Naomi Utley, <i>Piano</i>	Holly Springs
Wray, Mary Elizabeth, <i>Piano</i>	Bournsville

IRREGULARS

Barksdale, Mildred, <i>Piano</i>	Red Hill, Va.
Bennett, Mary Lucile, <i>Piano</i>	Middleburg
Burleson, Carrie Lee, <i>Piano</i>	Albemarle
Chaney, Margaret Lucile, <i>Piano</i>	Wingate
Gibbs, Esther Parthana, <i>Piano</i>	Mill Springs
Gibbs, Ola, <i>Piano</i>	Marion
Greene, Katherine, <i>Piano</i>	Oxford
Gregory, Jennie Payne, <i>Piano</i>	Moyock
Hand, Flonnie, <i>Piano</i>	Belmont
Heath, Mary, <i>Piano</i>	Harmony
Hinson, Jewell Flora, <i>Piano</i>	Goldsboro
Johnson, Nadine Laura, <i>Piano</i>	Dell
Matthews, Willie Mae, <i>Piano</i>	Nashville
May, Annie Lou, <i>Piano</i>	Asheville
McClure, Pauline Edith, <i>Piano</i>	Canton
Mills, Mary, <i>Piano</i>	Atkinson
Newton, Corinna Marjorie, <i>Piano</i>	Hurdle Mills
Outlaw, Myra, <i>Piano</i>	Kinston
Sawyer, Hattie, <i>Piano</i>	Bellhaven
Sledge, Gladys, <i>Piano</i>	Rocky Mount
Smith, Lyda Mavrick, <i>Piano</i>	McCullers
Smith, Mildred Mae, <i>Piano</i>	Goldsboro
Spencer, Willie Mae, <i>Piano</i>	Englehard
Todd, Rachael, <i>Piano</i>	Wendell
Watkins, Lucile Evelyn, <i>Piano</i>	Monroe
Wiggins, Pearl, <i>Piano</i>	Wendell
Wilson, Louise A., <i>Piano</i>	Manson
Woodworth, Mabel Ames, <i>Piano</i>	Duke

Students Not in Residence Taking College Music Only

Adams, J. R., <i>Voice</i>	Raleigh
Alderman, J. B., <i>Voice</i>	Raleigh
Bailey, Rosalind, <i>Voice</i>	Raleigh
Bass, Mrs. Lois Massey, <i>Voice</i>	Raleigh
Batchelor, Margaret Alice, <i>Voice</i>	Raleigh
Blackburn, Maudleen, <i>Voice</i>	Raleigh
Bland, Mrs. Ruby Williams, <i>Voice</i>	Raleigh
Brassfield, Lucy, <i>Voice</i>	Raleigh
Broughton, Needham Bryant, <i>Voice</i>	Raleigh

M.D., University of Pennsylvania.

Brown, Mrs. Annie Hoover, <i>Voice</i>	Raleigh
Brown, Susie E., <i>Voice</i>	Raleigh
Byrum, Gladys, <i>Voice</i>	Raleigh
Campbell, J. A., <i>Violin</i>	Raleigh
Carroll, Mary Jane, <i>Voice</i>	Raleigh

A.B., Meredith College.

Coburn, Mrs. Rosina, <i>Voice</i>	Raleigh
Cole, Blonnie, <i>Voice</i>	Raleigh
Correll, Mrs. Annie Angell, <i>Voice</i>	Raleigh
Davis, Mildred, <i>Voice</i>	Raleigh
Dean, Eva Louise, <i>Voice</i>	Raleigh
Deem, Blanche, <i>Organ</i>	Raleigh
Denton, Maurie B., <i>Voice</i>	Raleigh
Dewar, Gladys, <i>Voice</i>	Raleigh
Dughi, Margaret Cecilia, <i>Voice</i>	Raleigh
Edwards, Mrs. Annie Brown, <i>Voice</i>	Raleigh
Elliott, Margaret Blow, <i>Violin</i>	Raleigh
Farrar, Willie Belle, <i>Piano</i>	Raleigh
Ferrell, Ethel Lois, <i>Voice</i>	Raleigh
Gower, Christine, <i>Piano</i>	Raleigh
Groves, Christine, <i>Piano</i>	Raleigh
Green, Charles Sylvester, <i>Violin</i>	Raleigh
Hamilton, Elsie, <i>Voice</i>	Raleigh
Hawkins, Marie, <i>Voice</i>	Raleigh
Haynes, Emma Isabelle, <i>Voice</i>	Raleigh
Heinzerling, Henry A., <i>Voice</i>	Raleigh
Henley, Jesse, M., <i>Voice</i>	Raleigh
Hinshaw, Eunice, <i>Voice</i>	Raleigh
Horn, Leila Noffsinger, <i>Voice</i>	Raleigh

Mus.B., Oberlin Conservatory of Music.

Horton, Florrie, <i>Voice</i>	Raleigh
Johnson, Mary Louise, <i>Voice</i>	Raleigh
Jones, Edna, <i>Violin</i>	Raleigh
Kaplan, Eva, <i>Voice</i>	Raleigh
Kidwell, Avis. L., <i>Organ</i>	Raleigh
Lewis, Annie H., <i>Piano</i>	Raleigh
MacQueen, Flora, <i>Voice</i>	Raleigh
Moore, Mrs. Flonnie Warren, <i>Voice</i>	Raleigh
Nall, Annie Mabelle, <i>Voice</i>	Raleigh
A.B., Meredith College.	
Nobles, Flossie, <i>Voice</i>	Raleigh
O'Kelly, Mary, <i>Piano</i>	Raleigh
Parks, Dorothy, <i>Voice</i>	Raleigh
Perry, Mary, <i>Voice</i>	Raleigh
Riddle, Caswell Archer, <i>Voice</i>	Raleigh
Rives, Mrs. Nellie B., <i>Voice</i>	Raleigh
Rudy, Mrs. Nannie Ruth, <i>Voice</i>	Raleigh
Sears, Alfred Ledie, <i>Voice</i>	Raleigh
Seligson, Sylvia, <i>Voice</i>	Raleigh
Smith, Mrs. Helena, <i>Piano</i>	Raleigh
Sowell, Juanita, <i>Voice</i>	Raleigh
Stevenson, Lina, <i>Voice</i>	Raleigh
Thomas, Eugenia Hendren, <i>Voice</i>	Raleigh
Diploma in Piano, Meredith College.	
Stonebanks, Mrs. Nell, <i>Voice</i>	Raleigh
Templeton, Mrs. Roberta Osborne, <i>Organ</i>	Raleigh
Wiggs, Mary, <i>Voice</i>	Raleigh
Williams, Evelyn, <i>Voice</i>	Raleigh
Winston, Thelma, <i>Voice</i>	Raleigh
Womble, Emma, <i>Voice</i>	Raleigh
Woodall, Ben Earle, <i>Voice</i>	Raleigh
Woodall, Lucy May, <i>Voice</i>	Raleigh

Summary

SENIORS:

Registered for Diploma in Piano.....	7	
Registered for Diploma in Violin.....	1	
Registered for Diploma in Voice.....	1	
Registered for Diploma in Public School Music.....	5	
		<hr/>
Total		14

JUNIORS:

Registered for Diploma in Piano.....	7	
Registered for Diploma in Violin.....	1	
Registered for Diploma in Voice.....	2	
Registered for Diploma in Public School Music.....	1	
		<hr/>
Total		11

SOPHOMORES:

Registered for Diploma in Piano.....	11	
Registered for Diploma in Voice.....	2	
Registered for Diploma in Public School Music.....	2	
		<hr/>
Total		15

FRESHMEN:

Registered for Diploma in Piano.....	29	
Registered for Diploma in Violin.....	2	
Registered for Diploma in Voice.....	11	
		<hr/>
Total		42

Total classmen registered in each department of Music:

Piano	54	
Violin	4	
Voice	16	
Public School Music	8	
		<hr/>
Total		82

Irregular students:

Piano	28	
		<hr/>
Total		28

Summary of Students Not in Residence Taking College Music Only

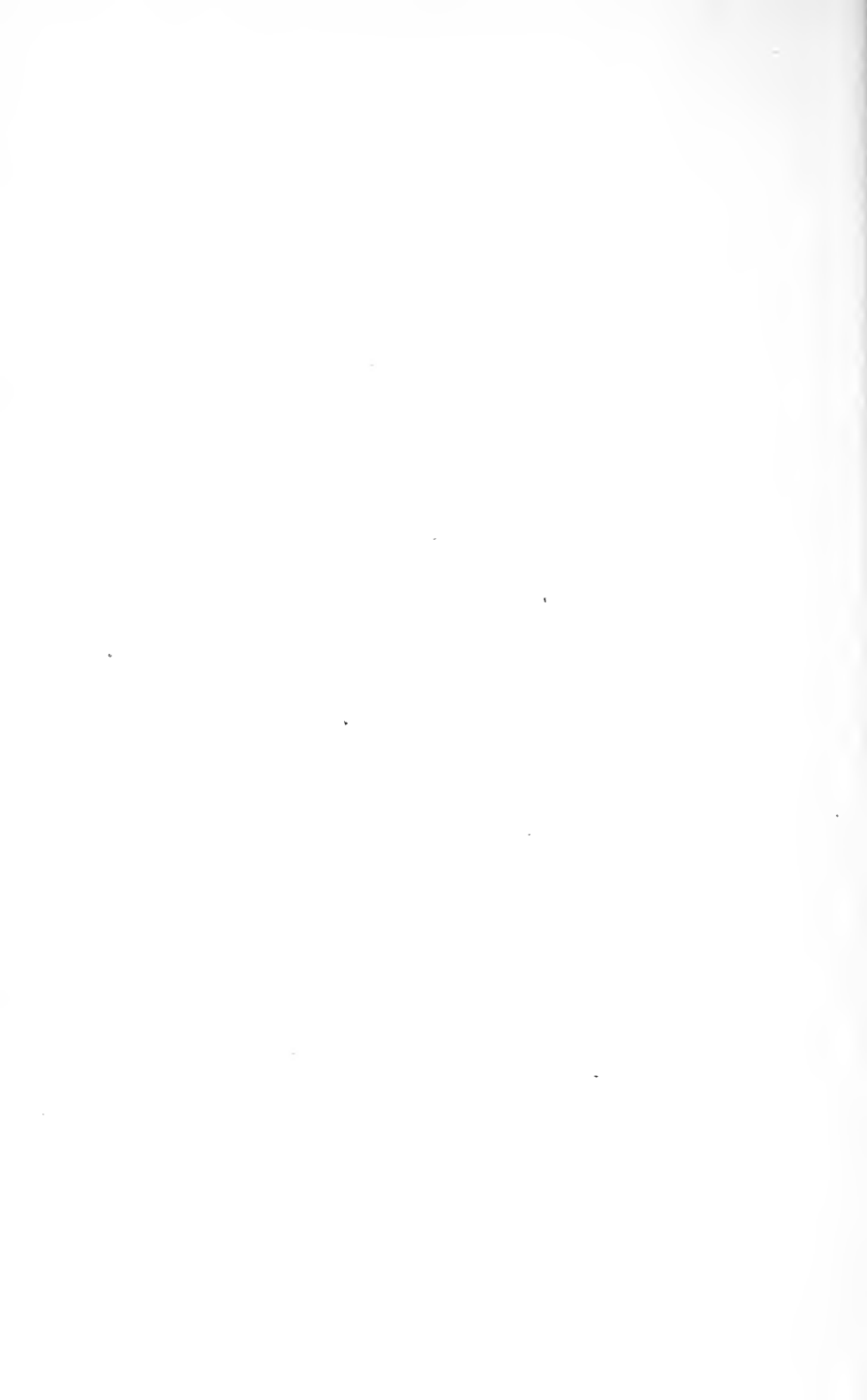
Piano	6
Violin	4
Voice	54
Organ	3
	<hr/>
Total	67
Students from other Schools taking College Music are as follows:	
From college classmen	25
From the unclassified	2
	<hr/>
Total	27
	<hr/>
Final total	204

Final Summary Students Taking College Work

Classmen in college	209	
Special college	15	
Students from other Schools taking one or more courses in the college	128	
	<hr/>	352
Classmen in Art	16	
Irregulars in Art.....	2	
Art only	11	
Students from other Schools taking work in Art.....	5	
Students from other Schools taking work in Art History...	6	
Students from other Schools electing Art Education.....	4	
	<hr/>	44
Classmen in Music	82	
Irregulars in Music	28	
College Music only.....	67	
Students from other Schools taking work in College Music..	25	
	<hr/>	202
	<hr/>	
Total		598
Deducting students counted in more than one School.....		170
	<hr/>	
Total		428

Summary by States

North Carolina	402
Virginia	14
South Carolina	3
Tennessee	2
Texas	2
Alabama	1
Georgia	1
Missouri	1
New Jersey	1
China	1
	<hr/>
Total	428





Series 14

May 1921

Number 4

Meredith College

Quarterly Bulletin

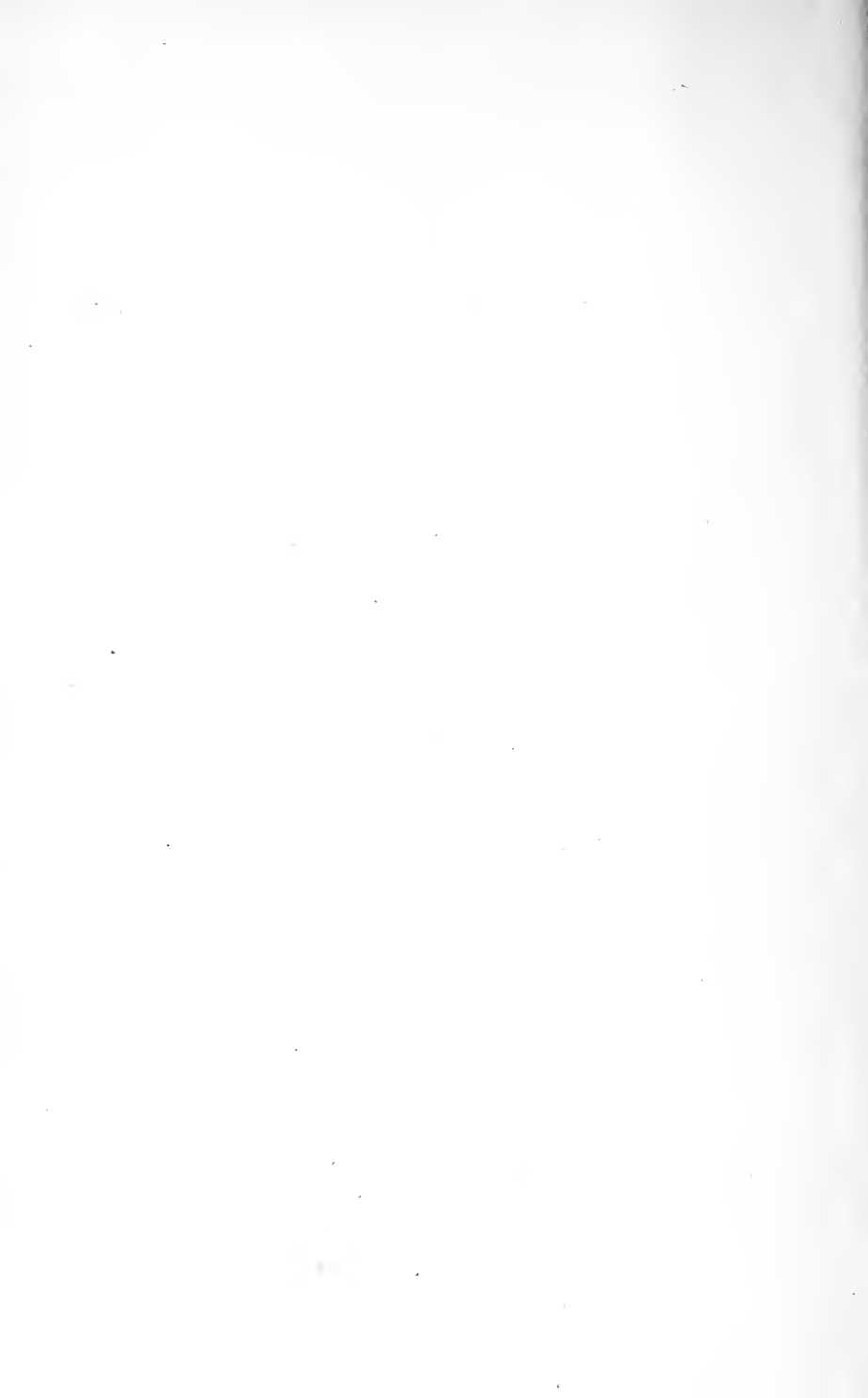
1920-21

Commencement Number



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MEREDITH COLLEGE

MAY, 1921

Art Exhibit

One of the Commencement events of greatest interest to the friends of the College was the exhibit of work done in the School of Art. On Friday afternoon, May 20, Miss Lillian Franklin, pupil for graduation, received her friends in the Studio, where much of her work was displayed. There were many oil paintings of interest, among which may be mentioned "Dogwood Blossoms," and a difficult study entitled "From the Laboratory." The arrangement, color, and coördination in this study were especially good. There were also copies from Carot and Ruisdael. Real talent was shown in her studies from nature and in her charcoal studies. "Venus de Milo" and "David," done from the casts, were excellent. Miss Franklin also did interesting work in applied design, posters, and china painting.

The general exhibit of the School of Art occurred on the following afternoon, May 21. The works displayed were too numerous and diversified to permit discrimination. There were studies in oil, water color, pastel, charcoal, and ink; there was pottery, block-printing, and applied design. Deserving particular notice was the work in china painting. There were a number of exhibitors in this department, in which Miss Anne Noble is instructor.

Among the students contributing most to the exhibit were Misses Lillian Franklin, Mary Tillery, Elizabeth Knight,

Goldie Kale, Lena Humber, Blanche Walker, Rosa Caldwell, Mrs. R. T. Coburn, and Mrs. Ben Lawrence.

Miss Bacon, who has been at the head of the Art Department during the past session, has carried on very successfully the work done for so many years by Miss Poteat. The work in Art has been a source of culture for the students who have taken it, and has besides exerted a cultural influence throughout the entire College. The standard of work has always been high, and this year's exhibit has well reached the accustomed standard.

Society Evening

In accordance with custom, the Commencement of 1921 continued on May 21, at half past eight o'clock, with Society Evening. After the members of the two literary societies had marched into the college chapel singing their respective songs and had given their musical calls, the audience was welcomed by Miss Moultrie Drake, president of the Philaretian Society. Miss Ruth Goldsmith, president of the Astrotekton Society, then introduced the speaker of the evening, Mr. J. W. Bailey. Mr. Bailey is pleasantly associated with Society Evening as speaker on former occasions, and his popularity in this role was attested by another invitation. He referred to his subject, "Our Common Birds," as trite, but no member of the audience found his address anything but charming. From a discussion of the inspiration which poets have found in birds, in which he referred to Shelley, Keats, Burns, and in a lesser way to John Charles McNeill, "the caged mocking-bird of North Carolina," Mr. Bailey passed to an account of representatives of the thirty birds which are common to the State and the vicinity of Raleigh. His description of their appearance, their habits, and their notes and songs showed long and loving observation.

The address was followed by the presentation of medals.

The Carter-Upchurch Memorial Medal was won by Miss Beth Carroll, a Junior in the School of Music, with an essay entitled "Shakespeare's Knowledge and Appreciation of Music." Miss Carroll is the fourth member of her family to win this medal. The Minnie Jackson Bowling Memorial Medal was won by Miss Ella Janet Pierce, a Senior in the College of Arts, with an essay on "Shakespeare and the Aristotelian Principles of Tragedy." The Carter-Upchurch Medal was presented by Mr. R. R. Carter, the nephew of the donor. The Bowling medal was presented by Mr. S. E. Ayers, winner of the Bowling Oratory Medal at Wake Forest.

The awarding of honors in athletics came next. The most important feature of this part of the program was the presentation, by the Physical Director, Miss Gertrude Royster, of the silver Loving Cup, which had been won by the freshman basket-ball team. Several students were awarded letters.

Two musical numbers afforded further variety and greatly pleased the audience. These were Grieg's "Norwegian Bridal Procession, op. 19, No. 2," played by Miss Mary Lee Caldwell, and two songs, "Indian Love Song" (Lieurance), and "Summer" (Chaminade), sung by Miss Annabel Bridger.

After the singing of "Alma Mater" as a recessional, the students and their guests went to the society halls for the usual reception.

Commencement Sunday

The baccalaureate services on Sunday morning, May 22, were held at the First Baptist Church. After the procession of seniors, trustees, faculty, alumnae and students had marched, the congregation, led by the college choir, sang "Still, Still with Thee," and Reverend Livingston Johnson offered the invocation. An anthem, "List! the Cherubic Host," from the Holy City, was followed by Scripture reading and prayer. After the

congregational singing of "Jerusalem the Golden," President Brewer introduced Dr. John Roach Straton, of the Calvary Baptist Church, New York, who preached the baccalaureate sermon before the class of 1921.

From these words in the fifth chapter of Acts, ". . .they brought forth the sick into the streets, and laid them on beds and couches, that at the least the shadow of Peter passing by might overshadow some of them," Dr. Straton drew the theme of unconscious influence, and from it preached an appropriate and impressive sermon. The law of unconscious influence, he said, pervades the universe. In the natural world it may be observed reigning in the mineral kingdom. In vegetable and animal life we see everywhere the response of life to environment. The mighty powers of gravitation and sunlight, so gentle in their operation, lack the dramatic qualities of earthquake and thunderbolt, which, however, are insignificant beside them. The mightiest forces are quiet ones. Then the speaker turned to the world of men and women, and showed how all humanity lives under this universal law. Heredity and environment are the determining factors in the lives of men, and of these two he declared his belief that environment is the more potent. Environment can overcome heredity. Christ came to right hereditary sin. But bad environment is a deadly danger, for it can transform good into evil. Reform movements are largely engaged into trying to combat vicious surroundings. Dr. Straton paid an enthusiastic tribute to the ex-Secretary of the Navy, Josephus Daniels, who humanized the Navy and banished liquor from it. A thought that makes one pause to reflect upon his responsibility is that each person creates environment for others. One's influence may be greatest when one is unaware that he is exerting any; and we are to be brought to judgment for every idle word. But everyone has it in his power to exert a constructive influence for good. Peter's shadow carried healing because he had been with Christ. And the fact that men may live close to Him and may radiate His

spirit gives beauty and dignity to humanity. We may touch eternity by moving in harmony with the eternal powers of righteousness. In closing, Dr. Straton asserted that in this era of social corruption the task of leading humanity back to God was the task of Christian womanhood.

Warmth of feeling and abundance of apt illustration characterized Dr. Straton's sermon, and he was heard with deep interest.

The sermon was followed by the "Hallelujah Chorus," which all Commencement-goers have learned to look forward to. The choir was well trained, and the performance gave unusual pleasure. Reverend Livingston Johnson pronounced the benediction.

The evening service was held at the Tabernacle Baptist Church. The preliminary exercises consisted of the invocation, by President Brewer; the congregational singing of two hymns, "Jerusalem, My Happy Home," and "O Jesus, Thou Art Standing;" an anthem, "Hark, Hark, My Soul," by the choir, and Scripture reading and prayer.

Dr. Straton departed somewhat from the traditional type of missionary sermon in order to present a subject near his heart; in his own words, "the challenge of pagan New York to Christian America." Dr. Straton is prominently identified with social reform movements in New York, and he held the closest attention of the audience while he vividly described the conditions which prevail there—conditions symptomatic of evils which are attacking the country as a whole. In a polyglot city whose physical and material greatness are unbelievable, there exists an appalling moral and spiritual situation. With only thirty per cent. of its population connected with any kind of religious organization, with the number of its churches and church-goers steadily decreasing (107 churches have gone out of existence on Manhattan in the last ten years), New York presents to the people of America their greatest religious

problem and missionary opportunity. The social evils which exist there are but the evils of all the smaller cities magnified. Specifically, Dr. Straton pointed out the lack of prohibition enforcement, over-emphasis on sex in popular literature, moving pictures and theatres, the modern dance, the low birth-rate among the higher classes, the high birth-rate among the degenerate and unfit, and general and increasing irreligion. In the cities the churches are failing to meet these problems. A return to old-fashioned religion and old-fashioned standards of morality is the only hope for the Republic.

After the sermon, "Inflammatuſ", from Stabat Mater, was beautifully sung by the choir, with Miss Alice Stitzel as soloist. Dr. Straton pronounced the benediction.

Class Day Exercises

Class Day Exercises were presented this year by the largest class in the history of the College. Led by their Mascot, little Miss Louise Allen, forty-three Seniors came into the auditorium between the double file of rainbow clad sophomores bearing the traditional daisy chain. Following the welcome address by the President, Miss Lucile Kelly, and the exchange of songs between Seniors and Sophomores, an original two-act play, "The Forest of Knowledge," was presented.

CAST OF CHARACTERS

Mother Meredith (Alma Mater).....	RUTH GOLDSMITH
Seer (Class '21 as Freshmen).....	JEANETTE BIGGS
Hearer (Class '21 as Sophomores).....	JAMIE MAUNEY
Poet (Class '21 as Juniors).....	ANNABEL BRIDGER
Perseverance (Class '21 as Seniors).....	LUCILLE KELLY
Seer's Tempter.....	LOUISE FLEMING
Hearer's Tempter.....	MOULTRIE DRAKE
Poet's Tempter.....	ANNIE HALL BAITY
Perseverance's Tempter.....	SARA TAYLOR
Jester.....	LIDIE PENTON
Good Fairy (Mascot).....	LOUISE ALLEN

FAIRIES

MILDRED BEASLEY	ALBERTA LAMM
INEZ BOYD	ALVA LAWRENCE
EVELYN BRIDGER	CORALIE PARKER
MARY LEE CALDWELL	LOUISE POWELL
ANNIE CLIFFORD	LULIE REYNOLDS
EDITH JENKINS	GERTRUDE SMITHERMAN
CHRISTINE JUDD	ANNIE UZZLE
HILDA JUDD	MARY WHITE

ELVES

CORNELIA AYERS	GLADYS BEAM
SALLIE MAE BEAL	MARY MARTIN JOHNSON
CLARISSE BROOKS	MARY LYNN JUDD
ELIZABETH CULLOM	MATTIE MACON NORMAN
MARY FLOYD	NELLIE OLIVE
LILLIAN FRANKLIN	FLORA PARKER
EDNA EARLE HINTON	ELLA PIERCE
MARGARET POPE	MARY EDITH SULLIVAN

SYBIL SMITH

Mother Meredith is represented as keeper of the forest of knowledge, who bids her children seek the stone of the good, the beautiful and the true, during their four years residence with her. Each year is personified respectively as the Seer, the Hearer, the Poet, and Perseverance. In succession, the first three seek the stone, but each is deluded by temptation and fails in the search. Finally, goaded by the Jester but encouraged by Mother Meredith, Perseverance, the Senior, makes the final search. Deceived as her sisters by the tempter, she is in the act of following the wrong path when she is rescued by her Good Fairy and the stone of true knowledge is found.

Every year the graduating class leaves some token of regard to Meredith. In keeping with their love of the beautiful, the Class of 1921 refurnished the College Parlors as a parting gift to Mother Meredith who had nurtured them in her forest of knowledge. After the Jester's prophecy of the future, the exercises concluded with the singing of "Alma Mater."

The Alumnae

Never in Meredith's history have so many Alumnae returned for Commencement, which fact is a visible symbol that the years increase their interest in their Alma Mater.

As usual, the annual meeting of the Alumnae Association convened in the Philaretian Society Hall. The meeting was an important one, as plans were instituted which contributed vitally to the progress of the association and of Meredith. The present ten years plan of re-union was replaced by the two, five, and ten year scale, while an urgent invitation was given the class of 1902 to celebrate its twentieth anniversary next year. To assist in the policy of expansion the Alumnae voted to use their Endowment Fund in establishing a new department of Social Science. For a similar purpose, the association decided that all students having registered for college courses should become associate members, and definite plans were made for organizing auxiliary associations. It was gratifying to learn from Miss Emily Boyd that a chapter of twenty members already existed at Charlotte. However, the most important and most cordially received feature of the meeting was the announcement that the Trustees had decided to inaugurate immediate plans for the removal of Meredith.

Upon the recommendation of the nominating committee, the following officers were elected for 1921-22: Mrs. T. C. Wagstaff, President; Miss Flossie Marshbanks, Vice-President; Miss Carmen Rogers, Recording Secretary, Miss Mamie Carroll, Corresponding Secretary; Mrs. W. L. Wyatt, Treasurer.

At the conclusion of business, the meeting adjourned to the parlors where the Alumnae were entertained by the faculty, delicious refreshments being served in the attractive nooks of the College veranda.

Commencement Concert

Monday evening the Musical Department of Meredith College gave the annual concert. The numbers were most effectively arranged and artistically given, and judging by the applause were greatly appreciated by the large audience.

The opening number, a suite, by Vivaldi—arranged for Violins and Cellos by Nachez, was given by the Ensemble Class, under the direction of Mrs. Mullin, and was indeed a fitting introduction to such an inspiring program.

The seniors in piano, Miss Ruth Goldsmith, Miss Mary Lee Caldwell and Miss Nellie Olive, gave evidence of their thorough artistic training under Dr. Brown. The "Rigoletto" (Paraphrase) by Verdi-Liszt, was rendered by Miss Goldsmith with a brilliancy of tone and accuracy of technique which is an accomplishment in itself in this difficult and exacting composition. Miss Mary Lee Caldwell displayed fine musicianship in her interpretation of Rachmaninoff's "Prelude op. 23 no. 5." "Kammenoi-Ostrow" by Rubinstein and "The Trout" by Schubert-Heller, were most artistically played by Miss Olive both from an interpretative and technical standpoint. Miss Olive brought out beautifully the fervor of the composer in "Kammenoi-Ostrow."

Miss Carolyn Mercer displayed marked ability as an organist in her rendering of Batiste's "Offertoire in D Minor."

The Vocal Department was represented by Miss Janet Holomon whose voice with its natural sweetness in "Break o' Day," by Sanderson, appealed to the audience. Miss Annabel Bridger sang Densmore's "A Spring Fancy" in a truly charming fashion. Her clear enunciation was commendable. Miss Pauline Patton's voice was pleasing and restful when she sang "Homing" by Del Riego, and showed sympathy and a fullness in tone required by this type of song. Mrs. Joe Correll rendered the "Bell Song" by Delibes in a very finished

style both technically and artistically. These students of voice surely do much credit to their training under Miss Blanch Snider and Miss Alice Stitzel.

Miss Margaret Pope, senior violinist, and pupil of Mrs. Mullin, displayed talent and genuine interpretative ability in her rendition of "Meditation" by Cottenet in which the tone brought out the pathos and sentiment of the composition. In "From the Canebrake" by Gardner, Miss Pope showed a technical and artistic skill, and when the last note of the "Andantino" by Martini-Kreisler, had died out, the audience recognized that the soloist possessed rare intuition and had caught the meaning of the composer.

"Sunset", sung by our Meredith Choir, was a fitting selection for the occasion, and Smarts' "Hail to Thee, Child of the Earth" effectively ended a program of which our music department may well be proud.

Graduating Exercises

The Graduating Exercises of the Class of '21 were held in the College Chapel at 10:30, Tuesday morning, May 24. The academic procession, with the forty-three members of the class of '21 at its head, followed by Trustees, speakers and faculty, formed in front of Faircloth Hall, and marched across the campus to the Chapel where a portion of the middle tier of seats had been reserved for its use. When the procession had taken place the audience sang, "Crown Him with Many crowns". The invocation was then pronounced by the Reverend Dr. R. T. Vann, Secretary of the North Carolina Baptist Education Board, and formerly President of Meredith College. It was followed by the singing by the choir of the anthem, "Inflammatius".

The address of the day was delivered by Dr. Philander Priestly Claxton, United States Commissioner of Education, Washington, D. C., who was introduced to the audience by

Dr. J. Y. Joyner, former State Superintendent of Schools of North Carolina, and a trustee of Meredith College. Dr. Joyner spoke in terms of praise of Dr. Claxton's work in North Carolina as "Educator, Scholar, and Educational Leader". In opening his address on "Education in the New Era," Dr. Claxton spoke of the rapid improvement in educational conditions in the State. Meredith College, he said, spent more for educational service the past year than all the colleges in North Carolina spent forty-one years ago, and had grown so far ahead of the vision of its founders twenty-one years ago, that just as it was reaching its majority in years, it had become necessary for it to remove to a new site; many a city now spends more, he added, for the maintenance of its high school than was spent forty years ago by all the cities of the state for high school purposes. He told of attending a conference of educators in Raleigh in 1896 where he ventured to prophesy that he would live to see North Carolina spend five millions a year for education, and of the retort of another educator, there present, that he must expect to live to be as old as Methuselah.

Launching into his main theme, the speaker described in vivid fashion the unsettled political, economic, and social conditions of the present, and enumerated some of the human qualities required to bring a new order out of the wreck of some obstacles to progress. "The walls of the new society are beginning to rise," but while tearing down is a rapid and easy process, the rebuilding process is not a speedy one. "If we had to rebuild at once we should not be wise enough to succeed", he added. He spoke of the part that women will take in the reconstruction by saying that while men were interested in the things of life, women were interested in life itself. Education for all, in public schools which include all schools with a social purpose, was held up as a necessity of the new order to the end of individual development, at once the purpose and the end of democracy. Accessibility of schools,

adequate terms which should be twelve month terms, good equipment, adaption of the course of study to the needs of the individual, a trained teaching force, school attendance through adolescence, higher education for leadership, and organized educational opportunities for adults, were mentioned as requisites of the educational system of the new day. The educational program of the new society must give knowledge of nature, and of man, and of society; it must give vocational training; it must establish scientific habits of mind; it must enable the individual to appreciate the beautiful; it must give standards of personal and social conduct. Dr. Claxton closed his inspiring and thoughtful address by appealing to the college women of America to take their places in the reconstruction tasks and make sure that the new order shall be built upon an interest in life itself as well as the things of life.

After the conferring of degrees and the presentation of the diplomas, President Brewer delivered the baccalaureate address to the Class, which appears on another page.

After the choir had sung the "Hallelujah Chorus" each member of the graduating class was presented with a Bible, the gift of Alma Mater, the speech of presentation being made by Rev. J. G. Blalock of Weldon, N. C., a member of the Board of Trustees.

Mr. W. N. Jones, President of the Board of Trustees, then made the announcements, telling of the action of the Board at its meeting on Monday in regard to the removal of the college to a new site in or near Raleigh, and of the progress of the college in the matter of endowment and new equipment. He expressed the appreciation of the College of the services of retiring professors and instructors, and announced the election of new members of the faculty. The audience rose to sing the "Alma Mater" after Mr. Jones' announcements, and Dr. Livingston Johnson pronounced the benediction, which brought the academic year to a close.

Address to the Graduating Class by the President

I congratulate you, young ladies, heartily on the realization today of one of your dreams. Undoubtedly the way has at times seemed long and tedious. In all probability, also, you have had in some moments of impatience over the delay incident to your training for life's tasks, the feeling that time for such training could ill be afforded in view of the crying need of the world. Others before you have had the same fear that all the great opportunities for service would be taken in advance of their crowning day. Such feelings are common to every college generation. And yet, every graduating class that goes out faces greater opportunities than its predecessor. We have been passing through the most trying and in many respects the greatest period in the world's history, but today is more significant than any that we have seen since the first of August 1914. The need for your contribution is more urgent. The crisis which civilization is facing is just as serious as any hitherto experienced. In fact, most of the great tasks remain unfinished. Let me specify two or three.

When we began the war we said it was to make the world safe for democracy. This was to be accomplished by moving autocracies that blocked the progress of democracy as the dominant principle in our civilization. One of the fruits expected from this victorious campaign was to be the elimination of war as a means of settling international disputes. It was not long before it was discovered that it was not sufficient to make the world safe for democracy but democracy must be made safe for the world. These, then, were three of the many objectives of the war from the standpoint of the United States. These were three of the appeals made to our people when called in 1917 to take up arms. Now, the allied armies won in a terrific struggle, but the objectives indicated above

have not been reached. There are still antagonists opposed to democracy and the world is not yet safe for democracy. War has not been made impossible. Fighting of a more or less serious nature has been going on since the armistice was signed on Nov. 11, 1918. Even in the United States we cannot be considered free from war when approximately 82% of all the revenues received by the Federal Government goes either to pay war debts or prepare for another contest at arms. We seem to be a long way from permanent peace.

The task of making democracy safe for the world also remains with us. The ideal adjustment of popular government to all the varied interests and activities of its people has not yet been made. The line between liberty and license is still far too indistinct. Self determination in the development of democracy in the nations of the world is a fine idea, but even this may be used for oppression on the one hand and as a cloak for lawlessness on the other.

Here, then, are three of our tasks in the political field, undertaken with such enthusiasm and hope in the war, none of which is even near completion. Such ideals, however, are worthy of you and there will be no hesitation on your part to lend voice and vote to their advancement and to help bring in the day when the Ten Commandments, the Golden Rule, and the Law of Love, will apply with the same force and effect in international relations as they do now in personal relations.

There are just as many unfinished tasks in the realm of religion. You will find that your victory over yourself is not complete and it will be necessary to repeat many struggles you have thought were final in your spiritual life, and every day will reveal some unfinished task.

In our church enterprises we have too often acted as though the burden would lighten up and the limit of responsibility be reached. In practically every case the discovery is made that one goal reached opens up several avenues of service inviting one to enter. The complete equipment of some

religious center has sometimes been relied on to discharge fully all local responsibility of that sort. Fortunately this proves to be an error, because the greater the progress made the more refined and tedious the process becomes. Evangelism must be followed by enlistment, which in turn involves all of one's faculties.

Again, the establishment of one such center, with one outstanding personality at work transforming its constituency, creates the demand for another center and another outstanding personality in a neighboring section, and so the call is ever widening and the tasks ever multiplying. Twenty-five years ago some were so rash as to suppose that the time would come when a central board of missions for the state would be unnecessary. But it develops that activities are more pronounced today and more funds needed for these enterprises than ever before. The same observation may be made with reference to the task of evangelizing the world — there is no sign of anything like a completion of the task. In each country entered, in each field occupied, there is an ever increasing complexity of organization calling for greater variety of talent and more of it, to provide for an ever enlarging work with a corresponding multiplication of fruits. The number of countries offering opportunities for evangelistic services so far from diminishing is rapidly increasing. Asia and Africa have for several generations been regarded as the great missionary fields, but the world war which has made over the geography of Europe, has also made necessary the remaking of constitutions and laws, as well as social and economic relations. The situation presents an unparalleled opportunity for preaching and living the Gospel in all of its simplicity and power and for revitalizing the spiritual life of Europe.

Time would fail me to follow this thought in many other lines that occur to you. It would be unpardonable in me, however, not to say a word about Meredith College, your Alma Mater. The truth of my general proposition is well demon-

strated in her history. Chartered in 1891 it was not till 1899 that her doors were opened to receive students. Eight years of toil and suffering they were and at the end the goal reached was a small plot of ground with Main Building on it. This achievement was crowned with a response from our constituency that more than taxed the equipment provided. East Building was purchased at once. Yet another goal was set and in 1904 Faircloth Hall, made possible by the gift of Chief Justice Faircloth, of the North Carolina Supreme Court, was erected. Under the blessing of God the institution has prospered year by year and one achievement has called for another. The affection of our people for Meredith College, including trustees, faculty, alumnae, former students, and present student body, has been thoroughly demonstrated by the steady additions to its equipment and endowment, culminating in the allotment to Meredith College of \$656,000.00 from the 75 Million Dollar Campaign. This is a notable sum for which every loyal friend of Meredith gives thanks. It has been as the very breath of life to our beloved institution and has made hope to spring anew in each anxious heart. We must not, however, overlook the responsibility this assistance imposes. What to do with it, how to invest it so as to secure the best development with the largest returns are serious questions. Certainly we must bear in mind the principle that one victory opens the way for another campaign. We should violate the confidence our friends have reposed in us if we did not consider this but a beginning and the manner in which we handle this trust will determine the extent to which further sums will be committed to us. We must build, not for today, but for generations to come, with an everliving faith in God, in our people, in our Institution. Anything less than this would be unworthy of us and prove us recreant to our trust. Such a program as is here proposed will call for sacrifice, for heroism for suffering. In a recent address Dr. Mullins of the Southern Baptist Theological Seminary, quoted a sentiment

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Honor Roll

Spring Semester, 1920-21

FIRST HONOR

BIGGS, JEANNETTE	- - 2A - 3B	LINEBERRY, RUTH	- - A - 4B
CROSBY, INA	- - - 3A - 2B	PENTON, LIDIE	- - - 2A - 2B
FRANKLIN, LILLIAN	- - 4A	PIERCE, CARRIE	- - - A - 5B
KIMZEY, ELIZABETH	- 2A - 3B	PIERCE, ELLA	- - - 6A
LEONARD, GLADYS	- - 2A - 4B	UZZELL, ANNIE	- - - A - 4B

SECOND HONOR

BAITY, ANNIE HALL	- - 4B	LIVERMON, RUTH	- A - 5B - C
BRIDGER, EVELYN	- A - 4B - C	LOWE, ALICE	- - - 6B
CALDWELL, MARY LEE	3A - 2B - C	MCLEAN, LAVITA	- 2A - 2B - C
CALDWELL, ROSA	- 2A - B - C	MOORE, ERMA	- - - A - 3B - C
CARROLL, BETH	- - - 6B	NORMAN, MATTIE MACON	3B
FLEMING, LOUISE	- - 6B	POPE, MARGARET	- - A - 4B - C
GOLDSMITH, RUTH	- 3A - 2B - C	ROUSE, LILLIAN	- - - 5B
JOHNSON, MARY		SMITHERMAN,	
MARTIN	- - - 3A - 2B - C	GETRUDE	- - - 3A - 2B - 3C
JUDD, HILDA LANE	- 4A - B - C		

The requirements for the honor roll are as follows:

First Honor: Students having no grade below "B" and at least one "A."

Second Honor: Students having no grade below "C" and at least as many "A's" as "C's."



